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ABSTRACT

A variety of activities to improve auditory, visual, motor, and academic skills of learning disabled children are presented for teachers' use. Activities are grouped under perceptual skills and color coded for easy access. Given for each activity are the names (such as Milkman Mixup), idea or purpose (one example is improvement of fine motor control), materials used, procedures, and in most cases, illustrative drawings. For development of auditory skills, activities are assembled in the following categories (number of activities for each is noted in parenthesis): following directions (4), auditory discrimination (5), memory (7), auditory association (1), grammatic closure (2), and verbal expression (1). The activities given for improvement of visual skills are amassed in the categories of perception (1). discrimination (4), sequencing (2), memory (6), association (3), closure (2), motor (1), and ocular (2). Included in the section on motor development are the following categories: tactile discrimination (1), spatial organization (1), fine and gross motor control development (8), eye-hand coordination (4), following directions (1), tracking (2), balance (3), left to right sequencing (1), and directionality (6). Games are described in a separate section and deal with perceptual drill in addition combinations, phonics, spelling, vocabulary, and word patterns. [Reproduced from best available copy.] (MC)

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# Specific Learning Disabilities



## Pinellas County Florida

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# TEACHING SUGGESTIONS

# EXCEPTIONAL CHILD PROGRAM

# DEPARTMENT OF

# SPECIFIC LEARNING DISABILITIES

PINELLAS COUNTY PUBLIC SCHOOLS

PINELLAS COUNTY, FLORIDA

JUNE 1973

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Math
Phonics
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AUDITORY—Following Directions

Name: Dramatized Auditory Directions

Idea: To use with students having difficulty in auditorially following directions. Use on an individual basis or with small groups.

Emphasizing: In and On

Procedure: Display chart with the sentences to be heard orally by the student (you may put sentences on tape). Student listens carefully and follows directions by illustrating what is heard.

Materials: Shoe boxes with grass

Stick or twig

Red brick

Make a tan paper ant

Glass

Chart: (or flash strips)

A red brick is in the grass.

A glass is on the brick.

The glass has a stick in it.

A tan ant is on the stick.

AUDITORY--Following Directions

Name: Date, Time and Temperature

Idea: Use with intermediate age children whose auditory problems require that they have practice in following directions. This activity requires that the child have the ability to read clocks and thermometers.

Materials: Poster board, 12" x 18"

Felt tip markers

Tape recorder (optional)

Crayon or grease pencil

Make: 1. With felt marker, list the twelve months of the year and the numbers from 1-31, at the top of the poster board. Below that, draw a clock with no hands and a thermometer with no temperature reading.

2. Cover with clear contact paper.

3. Tape or give orally such directions as, "Circle the date January 15, make the time 12:00, and the temperature 72 degrees.

4. Make provisions for checking on a self check. have the child wipe the board clear and start with new directions.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| January | February | March | 1 | 2 | 3 | 4 | 5 |
| April | May | June | 6 | 7 | 8 | 9 | 10 |
| July | August | September | 11 | 12 | 13 | 14 | 15 |
| October | November | December | 16 | 17 | 18 | 19 | 20 |
| | | | 21 | 22 | 23 | 24 | 25 |
| | | | 26 | 27 | 28 | 29 | 30 |
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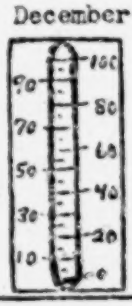


AUDITORY--Following Directions

Name: Alphabet Lace Board

Idea: To use with the primary child who is having auditory problems which involve difficulty in following directions.

Materials: Poster board, 18" x 12"

Yarn, 12" lengths in red, yellow, green, blue, orange, purple.

Tape recorder (optional)

Clear contact paper

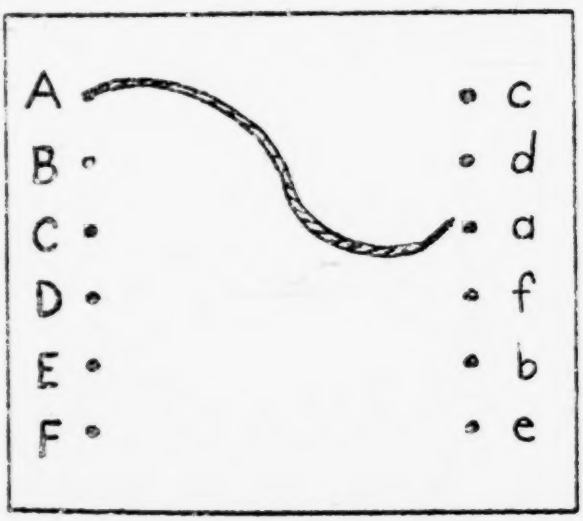
Make: 1. In a column down the left side of the poster board, print the six upper case letters that you wish the child to be working with. Do the same with corresponding lower case letters, placing them on the right side of the board in a different sequence.

2. Cover board with contact paper.

3. Punch holes next to each letter on the board.

4. Wrap tape around the ends of the yarn so that lacing will be possible.

5. Tape or give directions orally. Example: "With the blue yarn, connect the capital B with the little b."



AUDITORY--Listening and Following Directions

Name: The One Hundred Game or One Hundred Squares

Idea: To use with students having listening difficulties. The teacher will call a number and a color, and the child colors the entire square corresponding with that number, using the color designated. Example: "5 yellow, 15 yellow, 24 green, etc."
When the exercise is over, the design will be a completed picture such as a tugboat, wagon or candle, etc. There are unlimited things you can do with this idea.

Material: Make a duplicator master, divided into 100 squares or more. All the child needs is a box of crayons and a ditto sheet.

# = Blue
O = Yellow
X = Red

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | X | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | O | O | O | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | O | O | O | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | O | O | O | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | O | O | O | 57 | # | # | # |
| 61 | 62 | 63 | O | O | O | 67 | # | 69 | # |
| 71 | # | # | O | O | O | # | # | 79 | # |
| 81 | # | # | # | # | # | # | # | 89 | # |
| 91 | # | # | # | # | # | # | # | # | # |

AUDITORY DISCRIMINATION

Name: Lucky Listener

Idea: To use with students having deficiencies in auditory discrimination. This can be used as a game by timing each response.

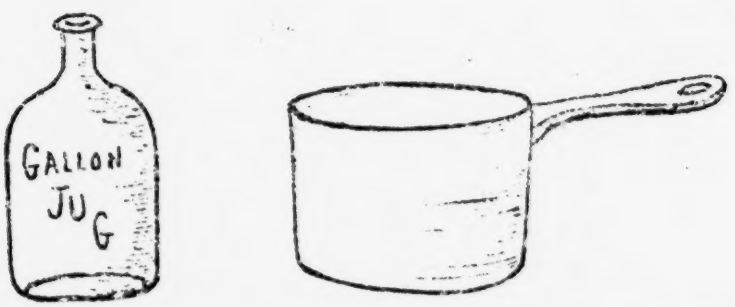
Select eight containers. Demonstrate the sound of each. After the student or students are aware of the sounds, have them turn their backs and identify the sound by pointing to a picture of the object.

Materials: Any eight containers that are different in size.

Suggestions: soda pop bottle, glass gallon jug, soup can, large juice can, plastic carton, 8 ounce drinking glass, small aluminum pot, large aluminum pot.

Make: Place containers in a horizontal row from smallest to largest.

Draw:



AUDITORY DISCRIMINATION

Name: Let's Go To The City

Idea: This is a board game to be used for developing basic auditory discrimination skills. Common sounds which have been recorded are used as the basis for moving around the board. The sounds may be classified, i.e., City, Home, Country, Transportation, if desired. It is necessary that each sound may be pictorially presented.

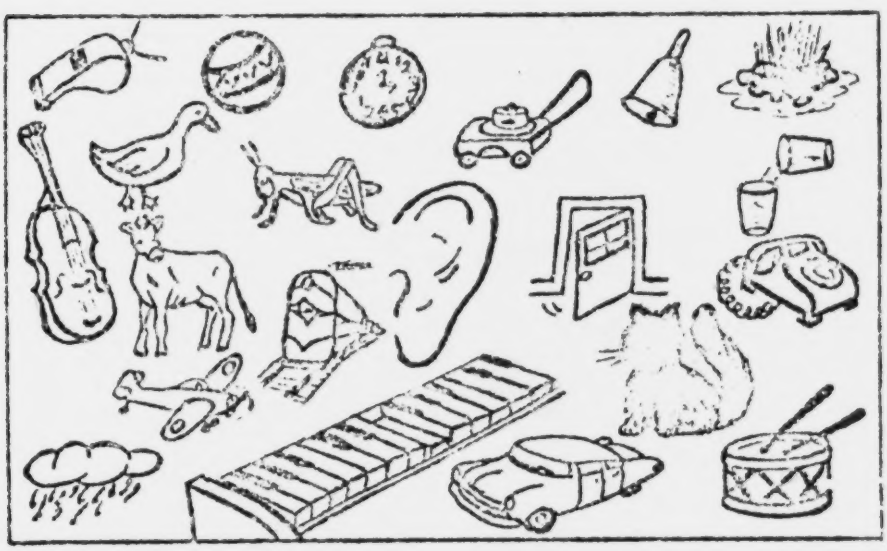
Procedure: The students listen to a sound and move their marker to that sound as pictured on the board. The board may be as complex as the teacher desires for the age group who are to use it. Pictures to represent the sounds should be drawn on the board randomly and sounds should be recorded randomly.

Materials: Tape recorder--tape/cassette

Piece of oaktag or tagboard

Magic markers

Place markers



AUDITORY DISCRIMINATION—Beginning Consonant Sounds

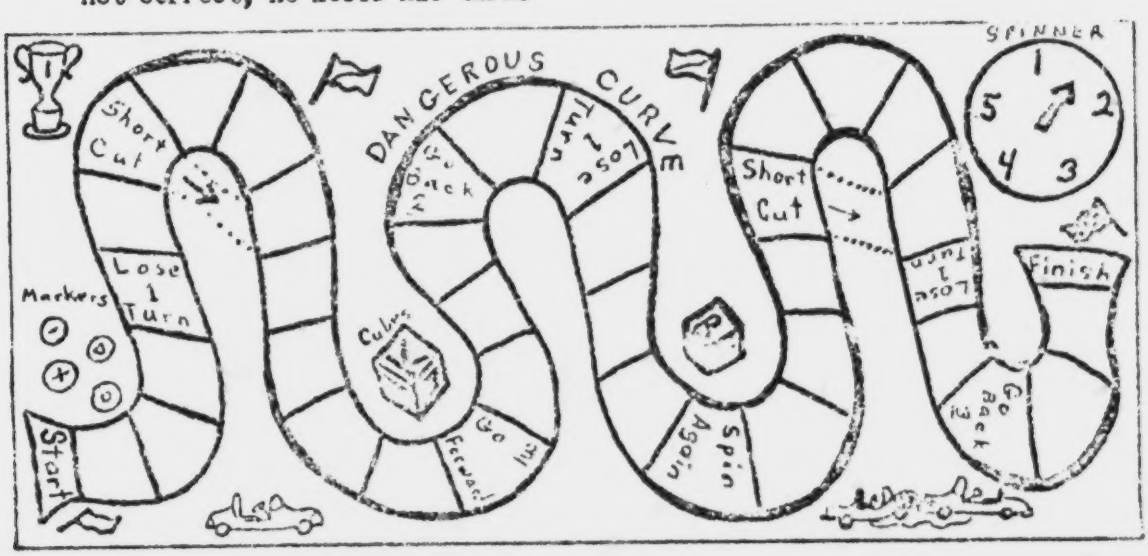
Name: Consonant Road Race

Idea: To use with students in a beginning phonics program. It may be used by a child who is a strong auditory learner, or by a child who has an auditory deficit to be trained.

Materials: One-inch wooden cubes with consonant letters painted on them.
A spinner which can be made or bought commercially.
One piece of wood or heavy cardboard, size 12" x 18".
Clear contact paper.
Four markers which may be buttons or other items, so long as there are four distinct colors

Make: Paint a direction maze on the heavy cardboard or plywood. At intervals there should be spaces marked: "Go back 1," "Short-cut," "Lose 1 turn," "Go forward 3," etc., to provide for a more interesting game.

Procedures: The child must toss the die and give the sound of the letter which shows on top. If he is correct, he gets to spin the spinner. He then moves the number of spaces shown on the spinner. If he is not correct, he loses his turn.



AUDITORY DISCRIMINATION--Consonants and Short Vowel Sounds

Name: Who Said It?

Idea: To use with students in a linguistic reading program. It can be used with groups of five or more students.

Materials: None, unless a blindfold is desired.

Procedures: One child sits in the front of the room with his back to the group. The teacher picks one of the students in the group, who disguises his voice and says, "Make the sound that the letter _____ stands for." The child who is it then must make the correct sound. If he gets it right, he then gets a chance to guess "Who Said It?" If he picks the right person, he keeps his turn, if not, he gives up his turn to the one "Who Said It?" If he fails to name the right sound for the letter, he also loses his turn.

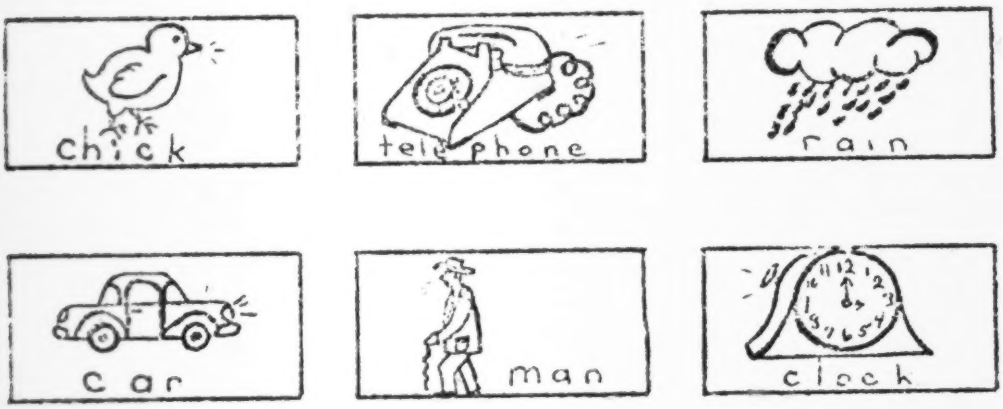
## AUDITORY DISCRIMINATION AND MEMORY

**Purpose:** To be used with children with poor auditory skills to develop listening skills and an ability to differentiate among sounds common in our environment.

**Materials:** A homemade tape of different sounds (i.e., thunder, a telephone ringing, rain splashing), a cassette tape recorder, and 3 x 5 cards each with a picture of the object making the sound and the name of the object.

**Procedure:** Play each sound once and allow the student to select the card with the appropriate picture. Then play two sounds and have the student choose the correct cards and place them in the proper sequence. As the student becomes increasingly successful at each level add another sound to the task.

**Variations:** Allow the student to make his own tape and picture-word cards for further practice with identifying and sequencing the sounds.



AUDITORY MEMORY

Name: Ring-Ring

Idea: To use with a small group of children with auditory memory problems.

Materials: A miniature toy phone may be used for tactile reinforcement while the child called on is repeating the number he heard

Procedures: Each child is to know his phone number or learn a phone number. Sitting in a semi circle, one child says his phone number aloud slowly and then says, "Ring-Ring," and calls on another child to repeat his number. If the child correctly repeats the number, he then becomes the leader.

AUDITORY MEMORY

Name: Milkman Mixup

Idea: To use with children with auditory memory problems.

Materials: Store-bought markers for gameboard.

Hand-made game board or ditto copies of an identical gameboard.

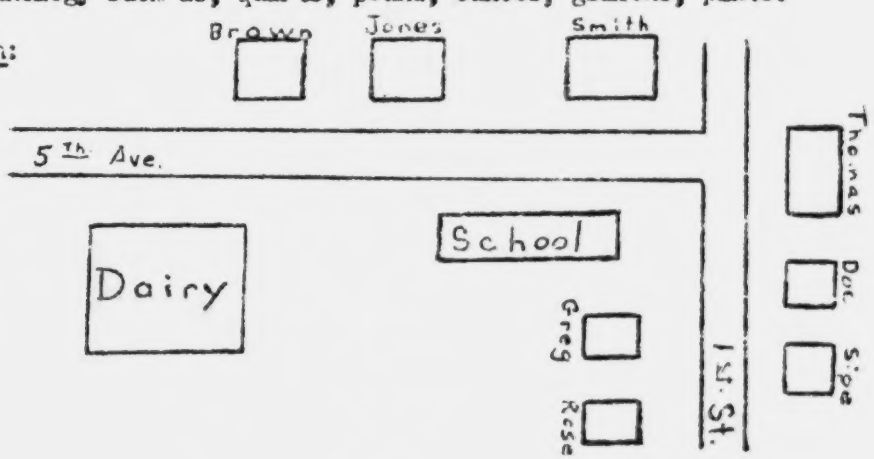
Make: Tape recording of directions or may use your own voice. Board should consist of a small typical street with box-like buildings representing houses, school, hospital, etc. Names should be on the buildings.

Procedures: As the recording tells child which house to move to on the milkman's route, the child will also be asked to remember what he leaves at a particular house or building and how much.

Example: "As we move down Fifth Street, we are going to make a stop at the Brown's house and leave two gallons of milk, one pound of butter, and one pint of cottage cheese. How many gallons of milk did we leave at the Brown's?" If the child can correctly identify the number, he is then able to move to that house on the street and moves ahead of the next player.

Adaptations: Can be used in relationship to math problems using the terminology such as, quarts, pound, ounces, gallons, pints.

Illustration:



## AUDITORY MEMORY

Name: Alphabet Twisters

Idea: To use with students having deficiencies or difficulty in auditory memory. This may be used on an individual basis or group. Use as phonetic drill, alphabet recognition, initial sounds, memory and listening activities.

Procedure: Show card containing alphabet twister to student (or group) for five seconds while saying the twister. Student listens and sees twister and gives immediate feedback (repeating).

Materials: Tagboard flash cards (long) (one per twister) using the following twisters or phrases.

1. An Anteater Ate Andy
2. Andy Alligator's Apples
3. Angry Alligator
4. Big Black Beetle Bug
5. Crazy Cats Capers
6. Crowd of Crows
7. Dumb Dog Does Dishes
8. Daffy Duck Dances
9. Dusty Donkey
10. Dr. Doolittle
11. Egbert Eskimo
12. Eggs Every Easter
13. Fred's Four Fat Furry Foxes
14. Greg's Gray Goats
15. Green Garden Gate
16. Harry's Hungry Hobby Horses
17. Itchy Ivy
18. Jolly Jo-Jo Jumps
19. King Kips Kites
20. Lazy Little Lambs
21. Muddy Monkeys
22. Nancy Nurse
23. Ollie Octopus Operated
24. Pretty Polly
25. Quick Quackers
26. Runaway Robbie Runs Races
27. Sister Sussie Sits Softly
28. Tammy's Teeny Tiny Toes
29. Wee Willy Wallaby
30. X-ray, X-man
31. Yo-Yum, Yo-Yum, Yummy
32. Zippy Zoomer Zipped

AUDITORY—Sequencing and Rhythm

1. Present simple rhythms—tap—or say, dot-dash.

   Have pupil repeat tapped rhythms.

   Rythms:

| | |
|---|---|
| — — — — | Say: dash-dash, dash-dash. |
| • • | Say: dot, dot. |
| — — • | Say: dash, dash, dot. |
| — • • | Say: dash, dot, dot. |
| • — — | Say: dot, dash, dash. |
| — — — — — — | Say: dash-dash, dash-dash, dash-dash. |
| • • • | Say: dot, dot, dot. |
| — — — — • | Say: dash-dash, dash-dash, dot. |
| • • — — | Say: dot, dot, dash, dash. |
| — — • | Say: dash, dash, dot. |

   Use more complicated rhythms as pupil's skill develops.

2. Teach the child to associate the auditory rhythm with a visual pattern. Say: dash, dash, - dash, dash. Pupil writes what he hears. Make flash cards: /— — •/. Pupil reads card by saying dash, dash, dot.

3. Repeat words. Teacher says doll, boat. Pupil repeats in the same order. Gradually increase number of words given as pupil's ability develops.

4. Have pupil repeat short sentences perfectly. Gradually increase the length of the sentence as the pupil's skill develops.

5. Pupil learns to say jingles and rhymes. Begin with short simple rhymes until pupil can learn and remember longer and more complex poems.

6. Play games such as, "Simon Says." "Simon Says, put your hands on your shoulders." Then as proficiency increases, say, "Simon Says, put your hands on your shoulders and then on your knees."

AUDITORY MEMORY

Name: Spotty the Giraffe

Idea: Use with student who is having trouble following verbal directions. This game may also be used to teach colors, words, letters, etc. Just substitute these items for the numbers. To play, give verbal directions ranging from two or more directions at a time. Use all colored spots or various colored spots depending upon the child's ability. Example: Put a red spot on spot number 3, a red spot on number 2, and a red spot on number 7; or, put a green spot on number 9, a blue spot on number 1, and a yellow spot on number 5. These directions may be given directly by the teacher to the child or they may be recorded.

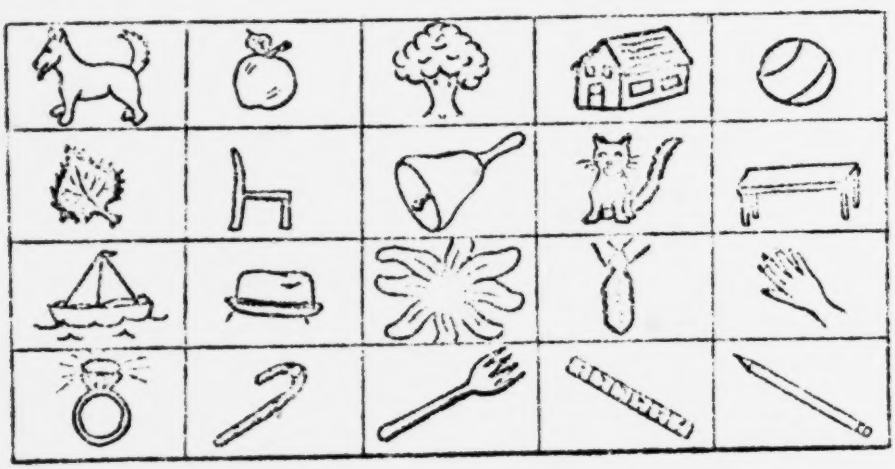
Materials: A giraffe drawn on a piece of tagboard or run off on white paper. He may be any size but should be fairly large and should take up the whole piece of paper that is used. Give him twenty spots and number them. Have twenty pieces of colored paper the same size and shape of the spots (use one color or several colors depending on the directions you intend to give).

# AUDITORY MEMORY

Name: Listen and Win

Idea: Use with children who have trouble following verbal direction. This game could also be used to help remediate visual memory, if corresponding individual picture cards were made. These cards could be held up in a sequence in place of oral directions. To play the auditory memory game, name two or more pictures at random telling the child what color square to cover the pictures with. Continue giving series of directions until all the pictures are covered. May be played with one or more players. Examples of directions: Put a red square on the bell, a blue square on the cat, and a green square on the dog. Do it now. Put the yellow square on the house, the red square on the tree, and the yellow square on the apple. Do it now.

Materials: A piece of tagboard divided into twenty squares or a master that is divided into twenty squares is needed. Fill in each square with a different picture. Make twenty construction paper squares of the same size in four colors. You will need twenty squares for each card you intend to use. The directions may be taped or given directly.



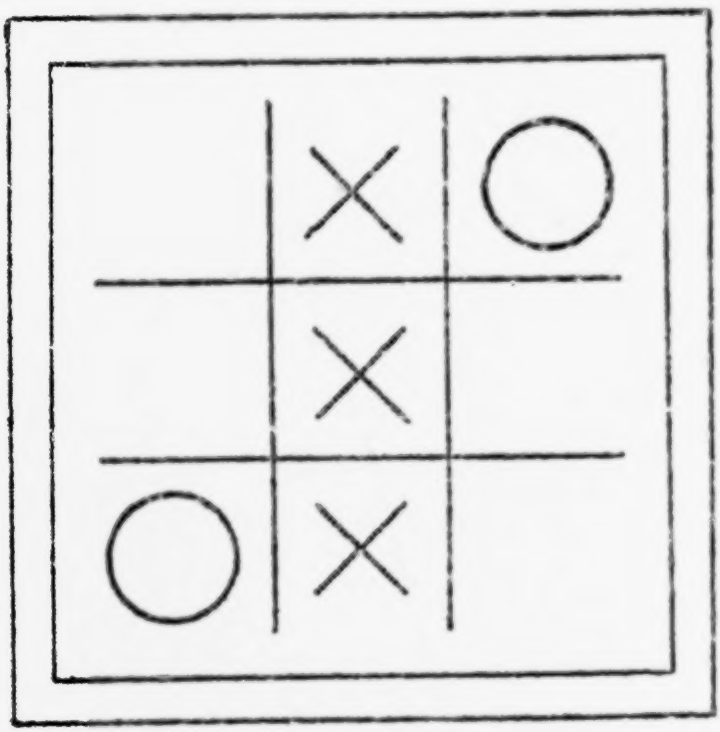
## AUDITORY MEMORY

**Name:** Word Bowl Tic-Tac-Toe

**Idea:** To use with students to reinforce lessons in sound blending. Works better with two or more children. Divide into teams. The teacher names the blend. Whichever team is first will get together and decide on a word that begins with that blend. Then the captain of that team tells the teacher. If correct, the team members will take turns marking in X or O in the tic-tac-toe square. The team getting three marks in a row wins the game. The game may be used in many ways.

**Materials:** Chalk and chalkboard.

**Example:**

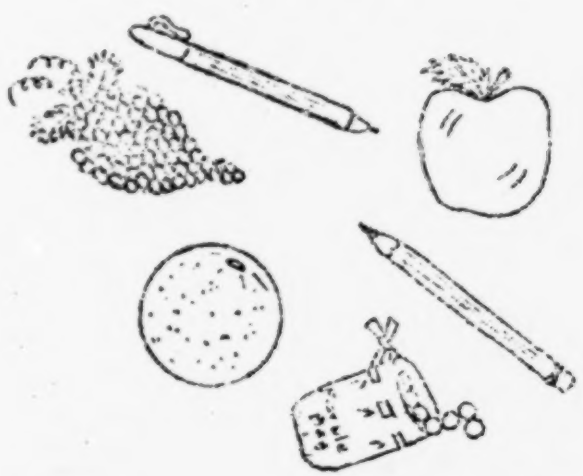


# AUDITORY ASSOCIATION

Name: Going Shopping

Idea: This is an activity which requires a minimum of common materials. The purpose of the activity is to encourage the child to establish relationships between two or more verbally presented concepts. A visual stimulus is used to reinforce the idea of relationship.

Procedure: All participants have a small "shopping bag" to hold their purchases. The "store" consists of pictures which have elements in common (shape, category, size, etc.). The teacher says, "I am going shopping for two things which are round and good to eat." She proceeds to shop and find two objects, i e., apple and orange, which illustrate the designated relationship(s). The children go shopping and find their own pair, which is put into their bag. After several things have been "purchased," the teacher verbalizes the relationship and shows her pictures; the children follow suit. Example: "I bought two things which are round and good to eat. They are _____."



AUDITORY--GRAMMATIC CLOSURE

Name: Verb ending--ing

Idea: To use with students having difficulty in hearing and using correct verb endings. This may be used with any verb endings that students need to practice.

Procedure: On acetate, to be used with an overhead, draw pictures which illustrate action verbs. Write a sentence beneath each picture leaving a blank for the verb. The sentences will be read orally. Volunteers may write the word correctly on the acetate so that the correct form may be seen as well as heard.

Example:

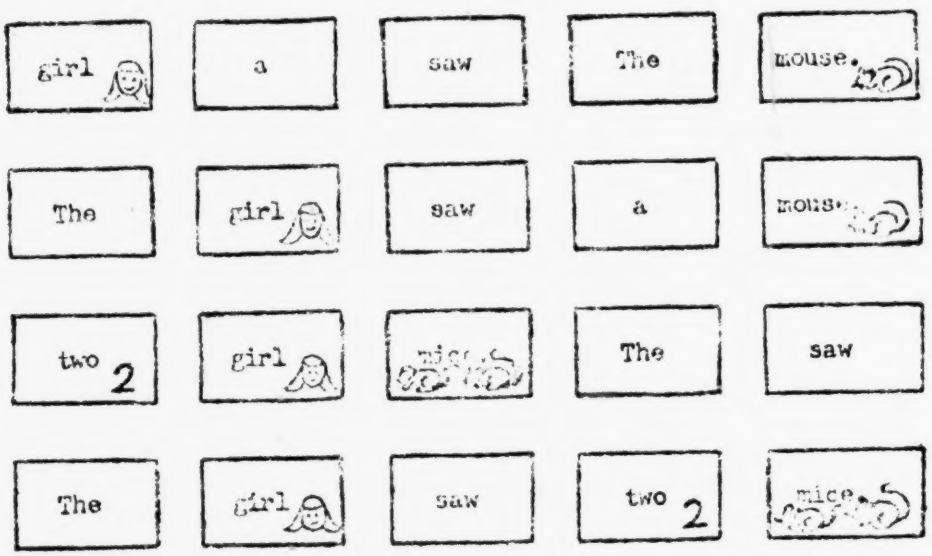
1. Walter is _____. (wink)
2. Sam is _____ hay. (pitch)
3. Walter is _____ a kite. (fly)
4. When it is _____, Sam and Walter play inside. (rain)
5. Walter is _____ in his room. (play)
6. Why is Sam _____ the pail of water? (fill)
7. Sam and Ann are going _____. (fish)
8. They are _____ for seashells. (hunt)
9. Ann is _____ a song. (sing)
10. Ann is _____ dinner. (fix)

## GRAMMATIC CLOSURE

Purpose: To develop an awareness of syntax in students with linguistic difficulties.

Materials: Several 3 x 5 cards each with a word and its corresponding picture, if possible.

Procedure: Select enough cards to form a simple sentence. Present the cards in a jumbled order to the student and have him sequence them to form a grammatically correct sentence and decode the secret message.



## VERBAL EXPRESSION

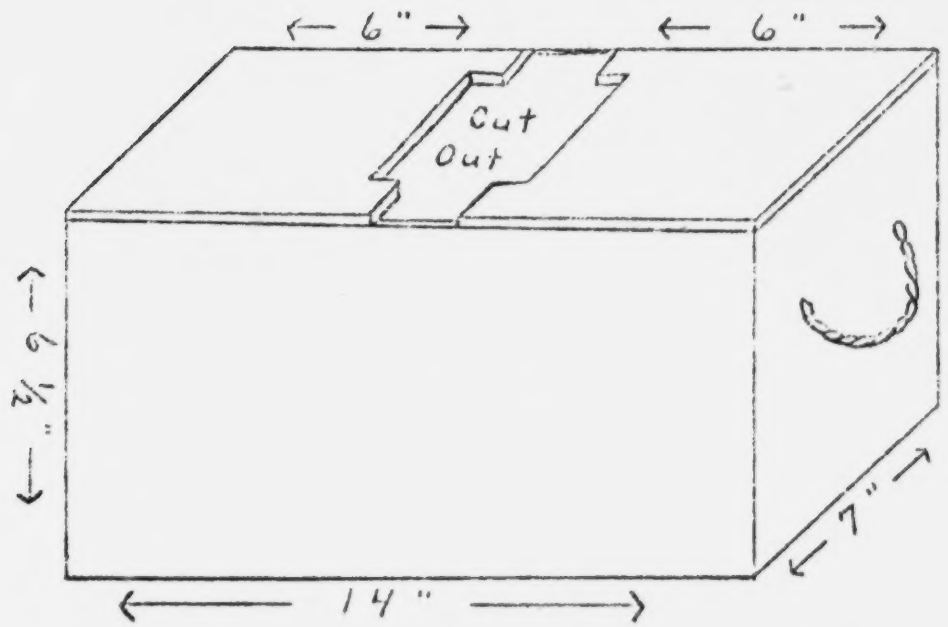
Name: The Guessing Box

Idea: To develop ability to discriminate between objects kinesthetically. To develop verbal expression. Child reaches into box without looking. He tries to guess what he feels and then describes it verbally. Other children can guess what he describes.

Materials: Use ½" thick wood. Three pieces 14" long and 7" wide; two pieces 7" wide and 6½" long for body of box. Lids are 6" long and 7" wide. Wood strip with double hinges is 2" wide and 7" long.

Small toy objects—car, ball, doll, pencil, cup, horse, doll comb and brush, etc. Paint for box.

Make: Nail wood pieces together. Fit lids on hinged strip. Paint box. Put on rope handles, if desired, by drilling holes through sides of box.



## VISUAL PERCEPTION

Name: Lost Link

Idea: To use with students having deficiencies in visual perception. This can be used as a game by timing the response.

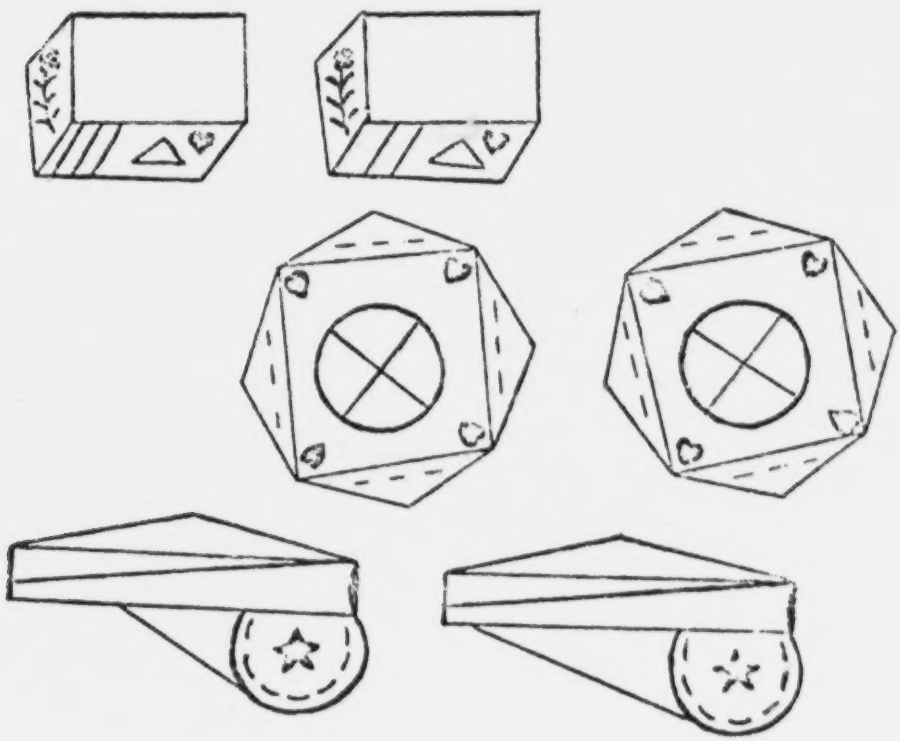
Materials: Six pieces of tag board

Felt tip pen

Clear contact paper

Make: Draw three sets of pictures, of which one in each set has one deleted object.

Procedure: Select a picture. Show the picture to the student and let him study it. Have the student point out and name all the objects he sees in the picture. Then, present the student with another picture that is identical except for one object that is excluded. See if the child can find the missing object.



VISUAL--Perception

Name: What's Next?

Idea: To recognize and repeat a color pattern.

Materials: One-inch circles and one-half inch squares of red and yellow construction paper.

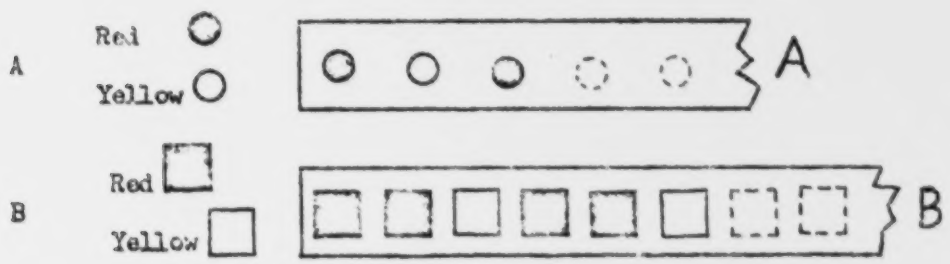
Cardboard strips--2 inches wide and 12 inches long.

Paste.

Make: Cut one-inch circles or one-half inch squares of red and yellow construction paper and cardboard strips about two inches wide and 12 inches long.

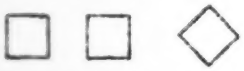
Glue a repeated pattern of the color circles or squares on the cardboard strips as suggested in illustration A and B.

Procedure: Place on a table, red and yellow paper circles or red and yellow paper squares, paste and cardboard strips which show the patterns. The child repeats the pattern by pasting the circles or squares on the strips. (Circles or squares may be drawn with pencil on the cardboard to guide the children in pasting on the other circles.



## VISUAL DISCRIMINATION

1. Select a different shape from among three shapes, two of which are similar.



2. Find likeness and difference in geometric forms.

Find the squares

Find the largest circle

3. Mark the figure that is different from the first one:

4. Sameness and differences in letters. Make tagboard letters. Place in groups of five. Give pupil a letter and have him find identical letter among set. Give pupil letter and card [ c ] and four more letter cards. [ r ] [ a ] [ c ] [ e ]. Find letter card like one given. r a c e

Then give pupil five letter cards: Find the letter card that is different.

| | | | | |
|---|---|---|---|---|
| c | c | a | c | c |
| d | d | b | d | d |
| p | q | p | p | p |
| u | u | u | u | n |

5. Make up work sheets for:

Finding the letter like the first letter. a/ c d a r

Finding the letter that is different. b b d b b

Finding the letters that are alike. r c n r r

6. Match letters on cards. Place letter over letter on card.

| | |
|---|---|
| p | d |
| b | q |

| | |
|---|---|
| o | x |
| r | p |

# VISUAL DISCRIMINATION

Name: Typing Fun

Idea: To use with student having problems in visual discrimination.

Can also be used for students with directionality and memory problems.

Materials: Typewriter; Flashcards

Make the following flashcards

| Set One | Set Two | Set Three | Set Four |
|---|---|---|---|
| 1. b | 1. a-c | 1. A-a | 1. b-d |
| 2. d | 2. y-p | 2. B-b | 2. d-b |
| 3. g | 3. t-f | 3. C-c | 3. p-q |
| 4. n | 4. e-o | 4. D-d | 4. g-y |
| | | | 5. a-o |
| | | | 6. t-f |
| | | | 7. r-n |
| | | | 8. n-h |
| | | | 9. w-v |
| | | | 10. m-n |

Procedures: To start, show flashcard and allow student to locate letter with card visible.

Show card for a few seconds and then remove. Student must find letters without referring to card.

## VISUAL DISCRIMINATION

Name: Little b in Big B

Idea: To use with students having difficulty with reversals of the letter b. Can be used with one child or a whole class.

Materials: A mimeograph or ditto sheet

A regular pencil

A red pencil

Procedures: Make the following ditto:

### Little b in Big B

| | | |
|---|---|---|
| b B | b B | b B |
| 1. Boy | 2. Big | 3. Bat |
| 4. Bone | 5. Boss | 6. Bill |
| 7. Band | 8. Bed | 9. Ball |

1. With regular pencil, have child trace top rows of little and Big B's.
2. For row 1, say the word and have child trace just the small b in the Big B.
3. Have child continue on through row 9. Teacher should emphasize that the small b and the Big B face the same direction.

## VISUAL DISCRIMINATION

Name: Alphabet Match

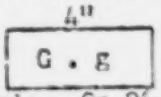
Idea: To use with students having difficulty recognizing upper and lower case letters.

Materials: Oak tag paper

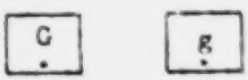
Felt marker

Three cups

Make: Cut 26 4" by 2" cards from the oak tag. On each of these cards print the upper and lower case letters. This card is called the "control card."



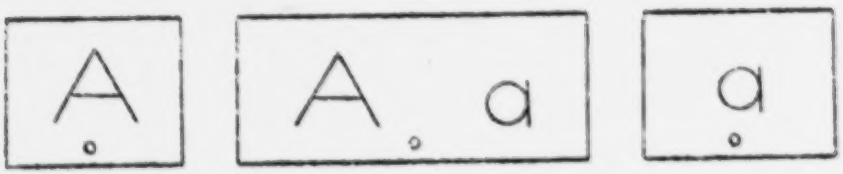

Cut 52 2" by 2" cards. On 26 of these cards, print the upper case letters. On the remaining 26 cards, print the lower case letters.




Use the three cups to store the three sets of cards.

Procedure: The student takes the control card (the card that has both the upper and lower case letters on it) and lays them in a straight column. He then takes the two upper and lower case cards and matches the upper case card along the one side of the control card and the lower case card on the other side of the control card. A small dot is placed at the base of each of the cards so the student knows the proper position in placing the cards.

The match should look like this:



# VISUAL SEQUENCING

Materials: Box of Playskool wood jumbo beads

Tagboard

Colored pencils or markers

Metal rings

Pair of sissors

Ruler

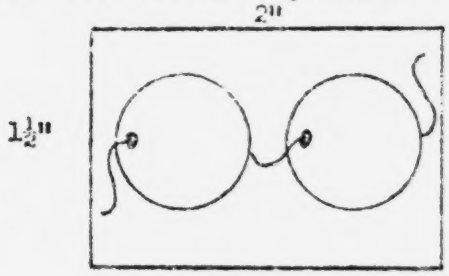
Hole punch

This program for visual sequencing uses beads which are readily available in most toy and department stores. It is written in sequential levels. You may choose the level which is appropriate for each individual child. Ten cards should be adequate for each level, more may be made, if needed.

Draw pictures of beads on tagboard cards. Color beads in their original color, if possible. Examples are on the following pages.

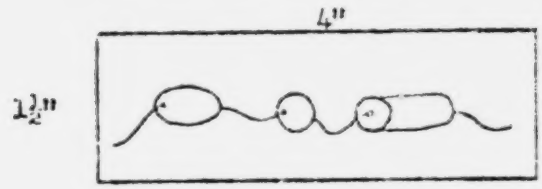
As mentioned previously, 10 cards for each level should be adequate. After the cards for each level are finished, punch a hole at the left hand side of the card. You may wish to laminate each card, as this will make your set more durable. Ring the cards together. The child can flip over each card as he is finished. This is an easy way to keep the cards for each level together.

LEVEL A: Two beads in sequential order. Example:

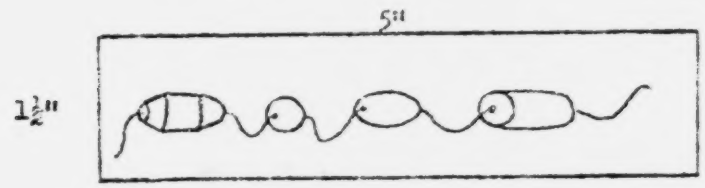


VISUAL SEQUENCING

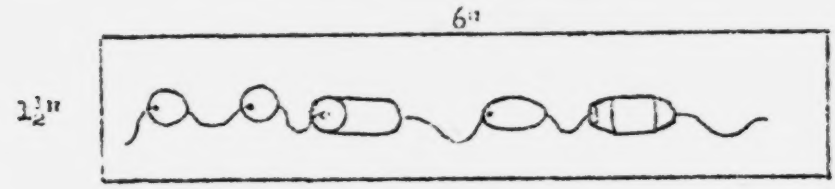
LEVEL B: Three beads. Example:



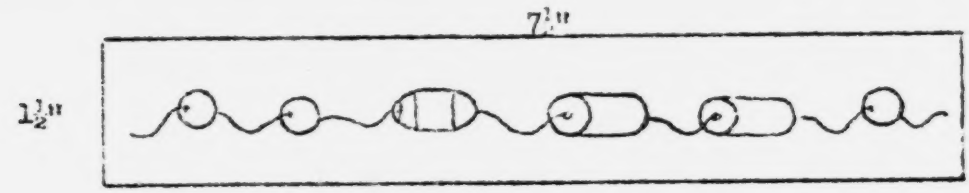

LEVEL C: Four beads. Example:



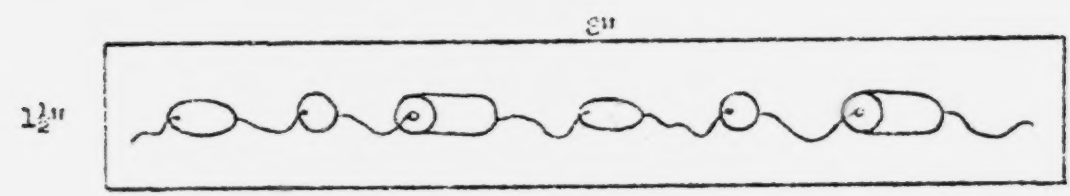

LEVEL D: Five beads in sequential order. Example:




LEVEL E: Six beads. Example:




LEVEL F: Seven beads. Example:



# VISUAL MEMORY

Name: Using Filmstrips to Strengthen Visual Memory

Idea: For use with students who have difficulty identifying words or remembering how to spell words correctly.

Materials: Blank write-on or type-on filmstrip of any desired length.
Colored pencils or typewriter.
Stopwatch, if desired.
Card for writing down length of time it takes the student to go through the filmstrip.
Paper and pencil for student.

Make: Prepare a filmstrip by typing or writing words on the dull-finished side. Count the holes on the side of the frame and go down four holes. This is the next frame. Leave this frame blank and go to the next frame by counting four holes. Write the next word, leave a frame blank and go to the next frame, and so on.

Procedure: The words are flashed on a screen and then quickly removed by flashing to the next frame, which is blank. The student must do one or more of three things:

1. Identify what word he saw, orally
2. Identify what word he saw, by writing it on paper.
3. Spelling the word by using letter pieces rather than writing, or unscrambling letters that would form the word.

Another way in which to use the filmstrip for spelling is to write the correctly spelled word on the first frame. On the next frame, write the same word again, but misspelling it. Leave out a letter, change the letter order, or add an extra letter. The student is required to say what is wrong and how to correct it.

VISUAL MEMORY--Letters

This program was designed for two second grade boys who have deficits in the area of visual memory and a great many reversals. I did not need to use Level I, with them at all. They also had very few problems with confusing capital letters, so I omitted all but the most difficult tasks with capital letters. As many lessons as are needed for mastery can be designed at each level. The child should start with a level that is somewhat easy for him and work up to more difficult levels. The two elements involved in this program are the length of the sequences of letters and the ease with which they can be confused.

The materials needed to make this program are two sets of letters of the alphabet. You will need one set of capital letters and one set of lower case letters. They can be on cards or on cubical blocks. They must be movable.

At each level, only a sample lesson will be given along with the pattern to be followed for that level so that as many lessons as are needed can be made. To be able to use this program, the child doesn't have to be able to recognize the letters of the alphabet; however, it is easier, if they do. The procedure to be followed for the use of the program is: show the child the sequence of letters for approximately five seconds, cover them with a plain sheet of paper the child can't see through. Scramble the order of the letters and ask the child to put them back into the original order. The length of time the child is allowed to look at the sequence of letters can vary with the length of the sequence and the child's ability. You can also have the child trace the letters with his fingers or say them aloud as he looks at them. If you want to emphasize a tactile cue, make the letters of sandpaper; and have the child feel them.

VISUAL MEMORY--Letters

LEVEL I A: Pattern--Letters that are grossly different and not easily confused. Capital letters.

| | | | |
|---|---|---|---|
| 1. CT | 4. OB | 7. WS | 10. NQ |
| 2. HN | 5. PG | 8. DL | |
| 3. RQ | 6. XC | 9. IZ | |

LEVEL I B: Pattern--Same as Level I a, except use lower case letters.

| | | | |
|---|---|---|---|
| 1. ct | 4. on | 7. ws | 10. nq |
| 2. hb | 5. pg | 8. dl | |
| 3. rq | 6. xc | 9. iz | |

LEVEL I C: Pattern--Capital letters that are more easily confused.

| | | | |
|---|---|---|---|
| 1. FR | 4. QO | 7. WV | 10. MN |
| 2. MW | 5. EF | 8. OQ | |
| 3. NW | 6. MN | 9. WM | |

LEVEL I D: Pattern--Same as level I C, except using lower case letters.

| | | | |
|---|---|---|---|
| 1. qb | 4. mw | 7. pd | 10. ij |
| 2. pq | 5. nu | 8. ec | |
| 3. pd | 6. bd | 9. pb | |

LEVEL II A: Pattern--Same as Level I A, except longer sequence

| | | | |
|---|---|---|---|
| 1. CTL | 4. HBT | 7. IMZ | 10. RVT |
| 2. HNA | 5. PGW | 8. XMH | |
| 3. DNC | 6. OSV | 9. QSW | |

LEVEL II B: Pattern--Same as Level IIB, except using lower case letters.

| | | | |
|---|---|---|---|
| 1. slt | 4. wac | 7. meq | 10. grx |
| 2. hgb | 5. fdy | 8. rno | |
| 3. yfz | 6. idn | 9. lpt | |

VISUAL MEMORY—Letters

LEVEL II C: Pattern—Same as Level I C.

| | | | |
|---|---|---|---|
| 1. PAR | 4. QRO | 7. IWM | 10. KMA |
| 2. MTW | 5. EMW | 8. RPT | |
| 3. NGM | 6. UQO | 9. MLN | |

LEVEL II D: Pattern—Same as Level II C, except using lower case letters.

| | | | |
|---|---|---|---|
| 1. qtb | 4. mhw | 7. qld | 10. icj |
| 2. plq | 5. nfu | 8. ejc | |
| 3. pxd | 6. bgd | 9. pkb | |

LEVEL II E: Pattern—Same as Level II D, except that the letters that are difficult to distinguish are side by side.

| | | | |
|---|---|---|---|
| 1. qbt | 4. hmw | 7. pci | 10. ijc |
| 2. pql | 5. nuf | 8. jce | |
| 3. xpd | 6. bdg | 9. kbp | |

LEVEL III A: Pattern—Same as Level II A.

| | | | |
|---|---|---|---|
| 1. CTLB | 4. HBDQ | 7. IMPZ | 10. RVTH |
| 2. IENPA | 5. PGFW | 8. XLWC | |
| 3. WDCP | 6. ZOSV | 9. TQSW | |

LEVEL III B: Pattern—Same as Level II B.

| | | | |
|---|---|---|---|
| 1. stla | 4. wacu | 7. qmeh | 10. grxu |
| 2. hgbz | 5. fdyx | 8. rnto | |
| 3. yfzc | 6. idne | 9. tplz | |

LEVEL III C: Pattern—Same as Level II C.

| | | | |
|---|---|---|---|
| 1. PARL | 4. CROT | 7. IWMH | 10. NMAB |
| 2. MTWA | 5. EMWH | 8. RPTA | |
| 3. NGMU | 6. UQOB | 9. EPWT | |

VISUAL MEMORY--Letters

LEVEL III D: Pattern—Same as II D.

| | | | |
|---|---|---|---|
| 1. qtbc | 4. mhwj | 7. qide | 10. icju |
| 2. plqh | 5. nfug | 8. ejcd | |
| 3. pxdi | 6. bgiy | 9. pkbz | |

LEVEL III E: Pattern--The letters that are difficult to distinguish are side by side with the other two letters not being easily confused.

| | | | |
|---|---|---|---|
| 1. qbtc | 4. mwhj | 7. qdie | 10. ijcu |
| 2. pqlh | 5. nufg | 8. ecjd | |
| 3. pdxi | 6. bdgy | 9. pbkz | |

LEVEL III F: Pattern—There are two pairs of letters that are easily confused in the series. Capital letters.

| | | | |
|---|---|---|---|
| 1. RPNW | 4. QORP | 7. MRP | 10. MNLT |
| 2. MNOQ | 5. TLMN | 8. TLOQ | |
| 3. NMLF | 6. NMLF | 9. PRTL | |

LEVEL III G: Pattern—There are two pairs of letters that are easily confused in the series. Lower case letters.

| | | | |
|---|---|---|---|
| 1. qbij | 4. bdgq | 7. numw | 10. gpqj |
| 2. pqbd | 5. pgec | 8. ecji | |
| 3. hupd | 6. pdqb | 9. bpqd | |

Additional levels of this program can be made by adding letters to the series and following the same patterns.

# VISUAL MEMORY--Spelling

This project was originally developed for a sixth grade boy who had a great deal more difficulty with spelling than reading. It appeared from test data and work with him that he had learned to read phonetically but was unable to apply this method to many spelling words, beyond simple three letter words and was also unable to remember what they looked like. Motivation was also a problem in working with this boy; therefore, I took his spelling words from the high interest material he was reading.

Materials: A list of words, from almost any source, that the child, you want to use it with, can read but not spell.

This project consists of several interrelated activities. It can be adapted to different children's learning rates by omitting or adding activities as well as varying the word list used.

Activity I

Show the child the entire word printed on a card. Tell him that since he is going to have to remember how the word looks, he should look at it until it is taken away. You can begin by allowing the child to look at the word about five seconds. The time can be varied according to the length of the word and the child's needs. Additional cues can be used at first such as having the child say the letters aloud and trace them with his finger. Use the cues only if they seem helpful to the child.

Activity II

Immediately upon taking away the card with the whole word on it, show the child a card that has the word on it with a letter missing. Supply him with individual letter cards so that he can choose the missing letter and place it in the blank. Keep increasing the number of letters

that are missing until the child is able, when given the necessary letter, to place the letters in the proper order to spell the word.

Activity III

Have the child write the word for you, preferably on a material that will give a great deal of kinesthetic feedback. A piece of screen wire is good for this with the child writing on a piece of newsprint placed on the word. The child should use a crayon for writing.

Activity IV

Ask the child to spell the word aloud for you without looking at it. Later, after other activities have intervened, see if the child remembers how to spell and write the word.

When using these activities, always begin with words of a length at which the child can succeed easily. Example: The child you wish to use these activities with can spell all the two letter words such as, an, at, . . ., that you have tested him on, but he is having trouble with some three letter words. Begin with the three letter words. When he is able to learn these fairly easily, go on to four letter words, etc.

## VISUAL MEMORY

Name: Circle the words

Idea: The student is shown a sentence which he is required to read. The length and difficulty should be in accordance to the child's ability to read.

Materials: Slips of paper and several sheets of paper.

A crayon or pencil for the student.

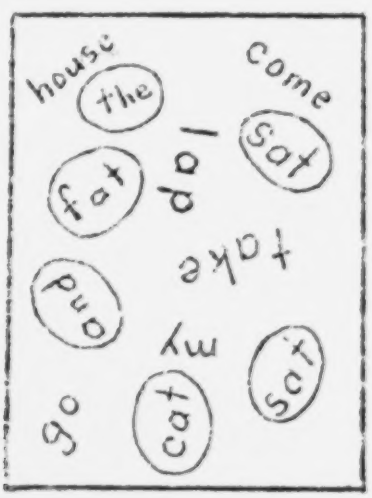
Make: Prepare as many different sentences as desired on slips of paper. Prepare corresponding sheets with many words on them, including the words from the sentences.

Procedure: The sentence is shown to the student, then removed by the teacher. The child is then given a sheet of paper with many words on it, that are written in no particular pattern. The child must identify in order, if possible, all the words he read in the sentence that was removed.

A variation is to have the words arranged on the sheet in such a manner as to form a picture, if the student connects the words with a line. This could also be used with pictures instead of words.

Example:

The fat cat sat and sat.



## VISUAL MEMORY

Name: Concentration

Idea: To be used as a game to help students remember words when seen in a certain order.

Materials: 20 3" x 5"

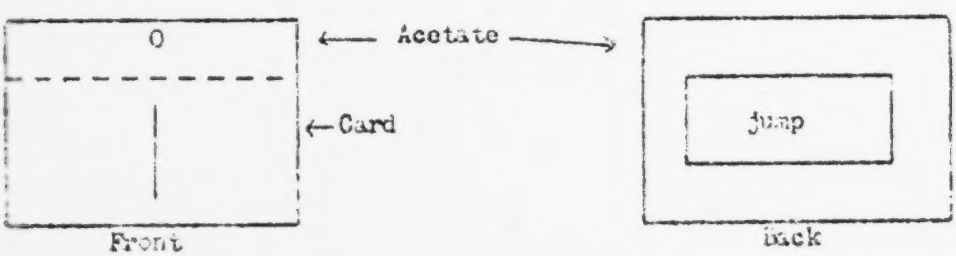
20 3" x 5½" pieces of acetate

20 1½" x 3" pieces of oak tag

With these sizes the game would be portable and could be played on a table or on the floor. If you wanted to use a board, the 5 x 7 cards would be a better size.

Make: Make 20 pockets by stapling a file card to a piece of acetate on three sides. Leave the longer piece of acetate sticking out on the top. (A hole could be punched in the acetate, if you use the game board.) With a felt marker, number the card side of the pocket. Print the 10 pairs of words on the tagboard. Put each word in a pocket, with the printed word toward the acetate.

Procedure: This may be played by two students or two teams, keeping a record of matched words. Use 20 cards with the fronts containing the numerals 1-20; the first 20 letters of the alphabet; or 20 familiar words. Put 10 pairs of words, just learned, in the back pocket.



# VISUAL PERCEPTION, MEMORY, IMAGERY

Idea: This game can be used to strengthen visual memory, visual perception, and visual imagery. The idea is to use the student's natural curiosity and competitive spirit to acquaint him with something new.

The game can be used by any number of students. A single student or small group can use it with the viewing box as a supplement to a science unit or as an enrichment activity. Larger groups or a class could use an overhead projector. Games could be played between students or groups to see who could identify the largest number of constellations.

Materials:

1. A box illustrating various constellations
2. Shoe box
3. Flashlight or slide/filmstrip projector
4. Several sheets of thin cardboard or posterboard
5. Several different sized nails or punches
6. Block of wood
7. Pencil
8. Sissors
9. Hammer

Directions:

A. Constellation Cards

1. Cut the cards from the cardboard the exact width of the inside of the shoe box and about ½ inch larger than the height of the box. (This ½ inch will extend outside the box.

2. Copy constellations from the book onto the cards. (Be sure to leave the ½ inch margin to extend outside the box.) With younger children it is best to copy only the stars that are in the constellation. Copy more stars for advanced students. Number each card and on a seperate sheet write the name of the constellation beside its number. You are limited only by the number you want to make.

3. Place the card on the block of wood and using the different sized nails for different sized stars, punch out the stars. Holes must be punched cleanly to allow light to pass through.

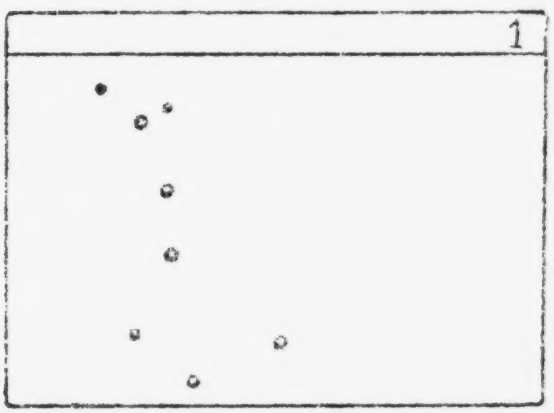
B. Viewing Box

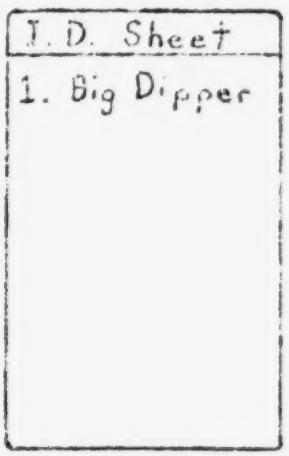
1. At one end of the shoe box, cut a hole large enough to allow insertion of the flashlight or projector lens.

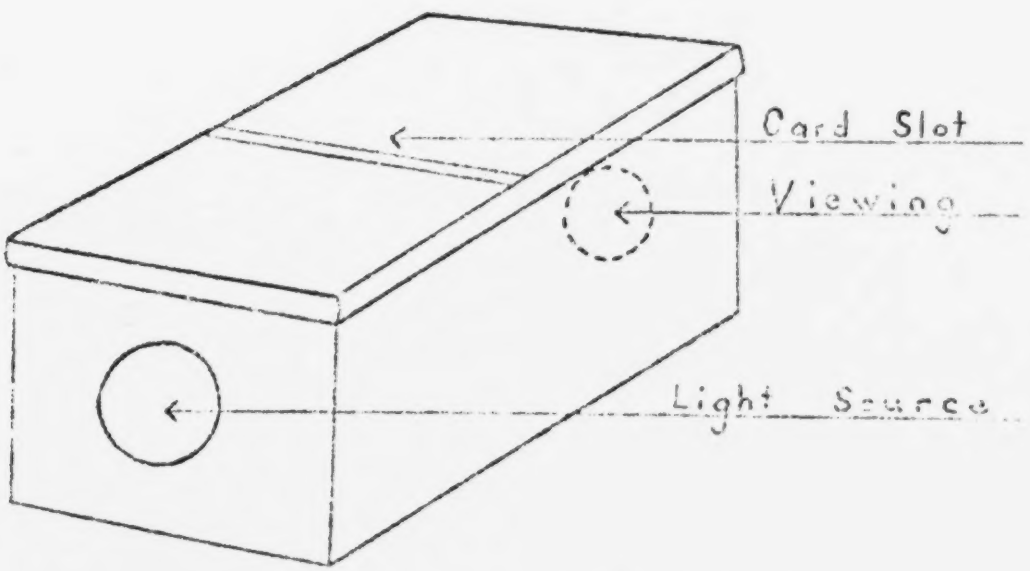
2. In the middle, across the top, cut a slot (as wide as the inside of the box) for inserting cards.

3. In the other end, cut a smaller hole (3/4" in diameter) for viewing the card.

Operation: Place a card in the slot, turn on the light, and look into the viewing opening. The light going through the holes will give the image of the constellation as it looks in the sky.



VISUAL ASSOCIATION

Name: Shadow Book

Idea: Cut out familiar animals and let the children make a shadow book. The children first tell what they think the animal is. Later let them match a picture of the animal to its shadow.

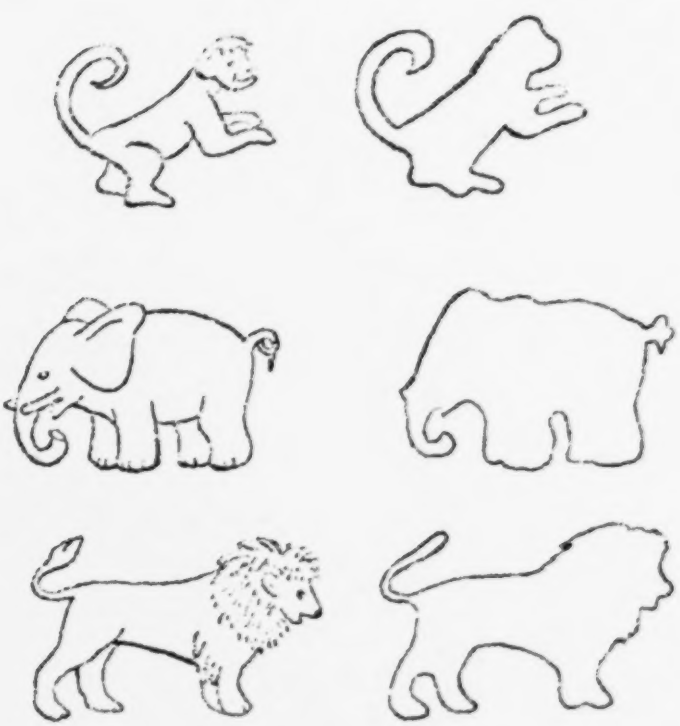
Materials: Tag board.

Black construction paper.

Scissors.

Glue.

Manilla paper.



VISUAL ASSOCIATION

Name: Word Meaning Game

Idea: To help develop an understanding of words and their meanings. This game may be changed to fit the curriculum a child needs.

Materials: 56 cards (oak tag) the size of playing cards.

A red ink pen.

A black ink pen.

Contact paper to cover cards, if desired.

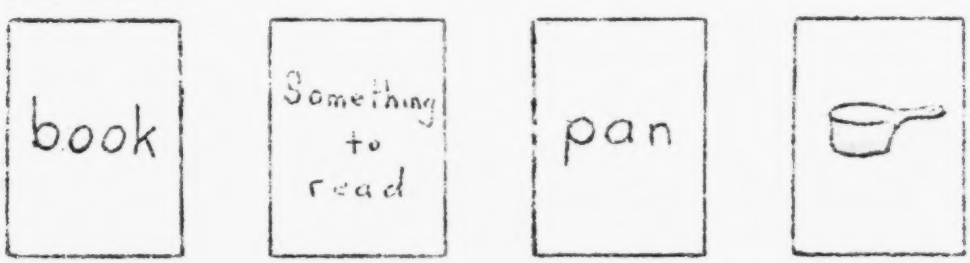
Make: 1. On 28 cards, write the words children should know in red ink. Examples: book, cook, look, play, etc.

2. On 27 other cards, write in black ink the meanings of words. Examples: something to read, to get food ready to eat, to see, to have fun, etc.

3. One word is left without a meaning card.

Procedure: Shuffle the cards and deal. Play according to the rules of "Old Maid," each drawing a card from a player to his right. When a child has pairs, they are placed in the center of the table. Children draw until one child is left holding the word without a meaning card.

This game can be made easier (one card could read "pan" and another have a picture of a pan) or more difficult with harder definitions.



## VISUAL ASSOCIATION

Name: "A B C" Way Game

Idea: To teach recognition of colors and upper and lower case letters. This may also be used as a chalkboard game or can be made on the floor for a motor activity.

Materials: Carnival paper. (Carnival paper is suggested because it is more durable than construction paper. Oak tag may be used and colored the basic colors.

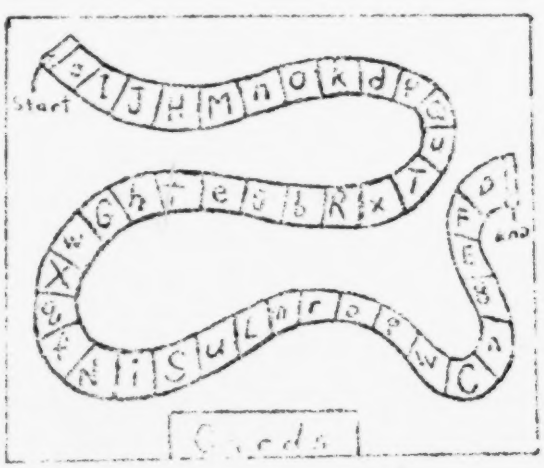
A poster

Markers. (Can use small items such as poker chips, checkers, etc.)

Make: 52 different colored cards, writing the alphabet in both upper and lower case letters.

Procedure: The child pulls a card, he must say the letter correctly, i.e., Capital G, a, f, etc. He then moves to the "WAY," and must say every letter until he reaches the card he pulls (the corresponding letter). The player who has the most cards at the end of the period wins the game.

Variations: The child can put a marker on the letter he pulls and the most markers would win the game. Or numbered cards can be used with the player advancing to the number of spaces for the number pulled.



# VISUAL CLOSURE

Name: Complete the Picture

Idea: To help the student see a whole picture from a partially drawn one.

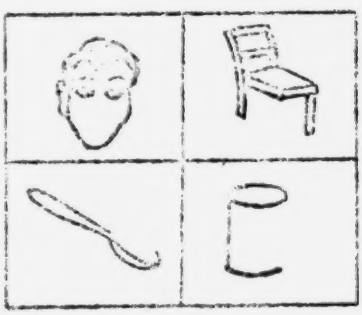
Materials: Oak tag, 9" x 12" and/or ditto stencils

Clear contact paper

crayons.

Make: Draw simple outline figures of animals and objects on oak tag and cover with contact paper. This can be done on a stencil and run off on paper or oak tag.

Procedure: The student completes the picture by drawing in the missing parts or lines and discusses the picture. It is a good idea to discuss the drawing before he begins and let him name the missing parts, if he can. For young children, use simple drawings of things with which he is familiar; and for older children, the pictures can be more involved.



## VISUAL BLOCKS

Name: Block Puzzle

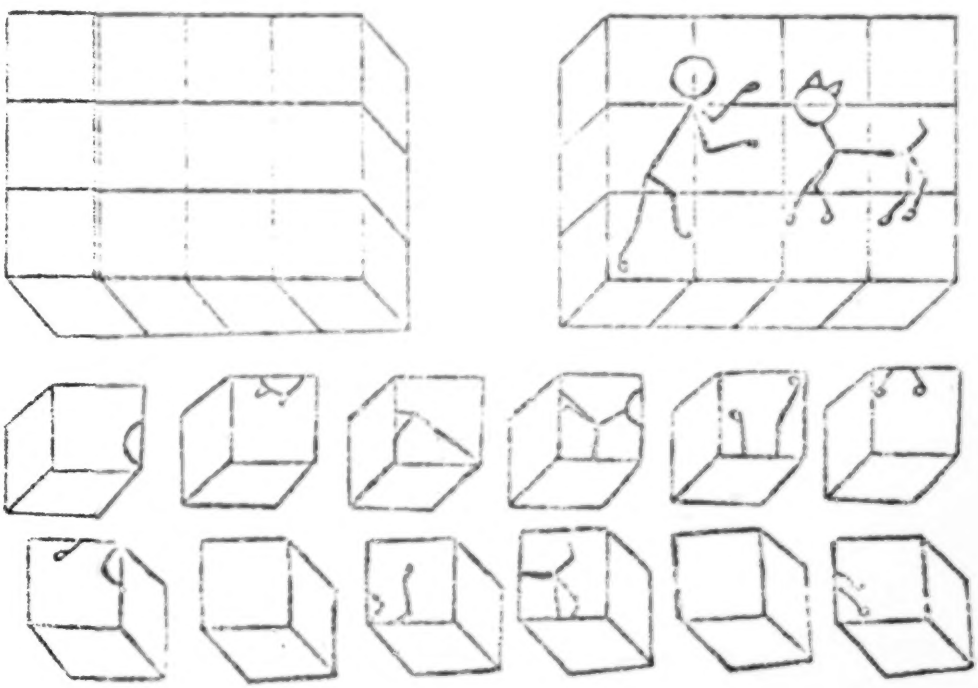
Idea: A puzzle to be used with a student having difficulty seeing the whole form from parts or partial pieces. Very simple outline pictures can be used for beginners, and more detailed pictures for older students.

Materials: 12 wooden cubes, 1 to 2 inches

6 pictures or 6 pairs, that will fit the surface of the block.

Make: Arrange the blocks in a 3 x 4 array (hold lightly together with a rubber band). Glue the picture to the surface and when completely dry, cut blocks apart with a razor blade. Repeat this procedure until all six sides have been covered.

Procedure: The student should arrange the blocks to form a complete picture.



## VISUAL MOTOR

Objectives: A. The child will be able to draw designs and symbols following brief exposure.

B. The child will be able to reproduce varied patterns and identify hidden materials.

Materials: Draw and cut a circle. Fold it in half and crease it. Open it, and mark the ends of the crease A and B. Now put point A, on point B, and fold the circle again. Mark the end points of the new crease C and D, Figure 1.

Connect A to C with a line, and C to B, with another line. In the same way connect BD and DA. This forms a square. To test it, cut it along lines AC, CB, BD, and DA. Then fold it several ways to find out, if all sides are equal to one another, and all angles are right angles.

Now draw and cut out another circle. Fold and mark it as you did Figure 1. This time put point A, on point C, and point B, on point B. Fold the circle. Mark this new crease EF, Figure 2. What we have done here is find the middle of arc AC. This means that the part of the rim of the circle between A and E, will fit part of the rim of the circle between E and C.

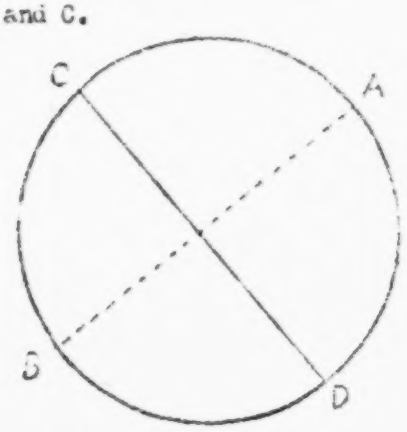



Figure 1

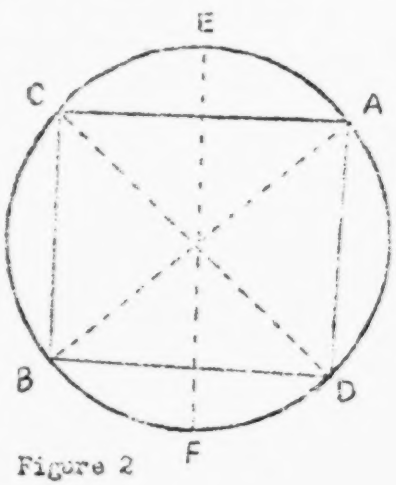



Figure 2

# VISUAL SCALAR CONTROL

Name: Visual Tracking of Letters

Idea: To use with a student or a group of students having difficulty moving their eyes smoothly across a line of printed words.

Materials: Ditto Masters

Ditto Paper

Tape Recorder (optional)

Tapes (optional)

Colored Pens (optional)

Acetate (optional)

Grease Pencil (optional)

Pencils

Make: 1. A ditto master with alphabet letters on it. Run off enough individual sheets for each child. The teacher then reads aloud the letters while the student follows with their eyes on their own sheet. If the teacher calls out a wrong letter, the child circles the letter on his sheet that is in that spot.

2. Sight words can be put on dittos the same way.

3. If colors are used instead of letters, colored pens could be used to make each individual work sheet. To make the worksheets reuseable, acetate sheets would need to be paper clipped over each work sheet and the children would use grease pencils to circle the incorrect color called out by the teacher.

Procedure: The student must know the letters of the alphabet. The student must follow the letters with their eyes as the teacher reads them. The children circle each wrong letter such as, if

the teacher calls out "r" and "c" is the next printed letter, the children circle the "c." This may be done with younger children by using colors instead of letters. It may be used with older students by using their sight vocabulary instead of letters.

This can also be an individual task, having the teacher record the letters, colors, or words on a tape recorder.

---

| | | | | |
|---|---|---|---|---|
| A | C | R | M | L |
| N | E | K | I | D |
| O | M | P | G | J |
| H | T | L | Q | S |
| U | M | V | N | P |
| S | W | U | T | O |
| Q | P | C | X | C |
| R | Y | I | S | A |
| G | H | K | L | B |
| B | M | J | N | A |

---

Color Worksheet for Ocular Control

Color Code to make worksheets.

(R) red (BR) brown (BL) blue (Y) yellow (P) pink (BK) black (G) green

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| R | BR | BL | Y | P | BK | G | BL | R | P |
| BK | BR | G | BL | Y | BL | BK | R | BK | G |
| R | R | Y | P | BL | BL | BR | BR | G | Y |
| BL | BK | R | Y | BK | Y | G | P | BR | R |
| G | BL | P | BR | Y | BL | R | BR | G | P |
| BK | Y | R | P | BK | BR | BK | Y | P | BK |
| R | BL | BK | Y | G | P | BR | R | BL | Y |
| BR | P | G | BR | Y | BL | BL | Y | G | R |
| G | BL | BK | R | G | P | BR | R | BL | BK |
| BL | BK | R | Y | BR | BK | G | P | Y | BR |
| P | BR | G | R | P | Y | BR | BL | BK | Y |
| BK | R | P | BR | G | BL | P | G | R | BK |

STOP

MOTOR--Tactile Discrimination

Name: Shell Game

Idea: To develop fine discrimination through touch.

Materials: Eight pairs of sea shells. Can be found in shell shops or on the beach. Try to use shells that not only differ in size and shape, but also weight.

A blindfold for each child who is doing the exercise.

Eight cups for each of the eight pairs of shells.

Procedure: The student places a blindfold on his eyes. He is given two shells. He must touch each of the shells and decide, if they are alike or different. After he decides, he takes the blindfold off to see if he is correct or incorrect. He then places the shells into cups for storage. The shell game uses eight pairs for the child to discriminate.

SPATIAL ORGANIZATION AND LETTER FORMATION

I. Purpose: Students will get a better understanding of how to space letters and words.

Materials: Pencil. Paper measured off in one inch squares. Blocks.

Procedure: Child makes up a sentence. Teacher writes the sentence on ruled paper while student observes the teacher making correct formation of manuscript writing and spacing. Teacher emphasizes spacing by leaving an empty box between words. Student reproduces what teacher wrote using correct sizing and spacing on his own paper.

II. Purpose: The student should get a better understanding of correct letter size and spacing by practicing on prewriting forms.

Materials: Paper--ruled in one inch squares. Crayons.

Procedure: Teacher colors in one inch squares in a colored pattern. Teacher emphasizes: after each word is a space which is demonstrated by an uncolored square. Student now duplicates the same pattern, using appropriate colors, size and spacing on his own paper.

MOTOR

Name: Island Safety

Idea: Teach vocabulary while strengthening fine to gross coordination.

Materials: Rock-shaped pieces of construction paper.

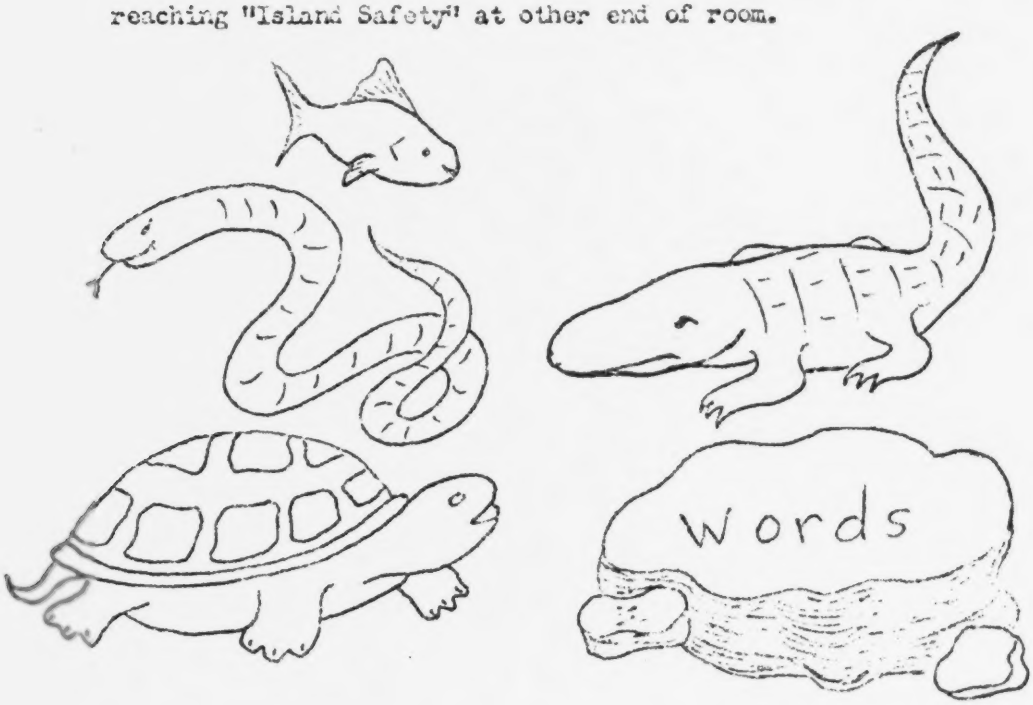
Paper or toy alligators, fish, snakes, etc.

Paper squares for words.

Procedure: Arrange "rocks" on the floor. Place a word on each "rock." Put toy or paper fish, etc., in the "river" among the rocks.

Child begins at one end of room, stepping from rock to rock to reach safety at other end of room. Child proceeds until he misses a word or misses a step.

Child gets a point for each word he knows and a point for reaching "Island Safety" at other end of room.



MOTOR

Name: Clothespin Race

Idea: The purpose of this activity is to improve fine motor control, rhythm and number skills.

Materials: Any size box--shoe box, packing box. Not too large or small and not too thick.

Clothespins of the clip type that can be opened and closed. The number of clothespins will vary with the task designed by the teacher.

Procedures: According to the teacher's specifications, the child places clothespins along the edge of the box. This can be done many different ways. The teacher can have the child place the pins on according to her drum beats, i.e., one clothespin as she beats one beat to a steady rhythm; or she can beat in groups and have the child put on as many pins, i.e., 3 beats, 2 beats, to which the child responds with 3 pins, then 2 pins; or she can change the rhythm to which the child must respond from slower to faster or from faster to slower and the child's pace must follow suit.

Many other variations are possible, including marking the pins with specified colors, i.e., 1 beat for red, 2 beats for blue. Also, it is not necessary to use a drum; any noise will do.

MOTOR

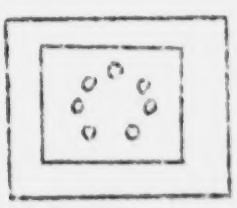
Name: Textured Pictures

Idea: To use with children having gross motor to fine motor problems. The children construct a picture from a simple dot-to-dot drawing on a styrofoam block.

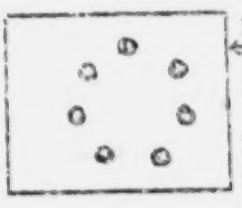
Materials: Thin styrofoam block (sewing machine packing) for each child.
Pencil or pen to punch holes in simple primary dot-to-dot pictures which can be found in young children's coloring books.
Hairpins to be used as needles.
Various pieces of textured cloth, paper, ribbon.
SoSo Glue
Buttons, sequins
Felt tip pens.

Procedure: Pin the picture, children select, on styrofoam blocks. Have them punch out holes with a pencil or pen in the order the dot-to-dot picture calls for. Remove the picture. Using a hairpin for a needle, following the picture design of dots, lace the picture on the styrofoam. Allow the children to decide how they will decorate their picture with the material, paper, felt pens and decorations, making it as fancy as they wish. Because it can be done on so many levels and still be very attractive to the children, they can feel success.

Example:

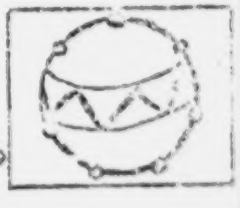


Simple dot-to-dot picture pinned on



Holes punched in

Laced and decorated



MOTOR

Name: Hop-A-Square

Idea: Using a game to improve Motor Skills and to learn numbers in Math and to be able to discriminate between words such as "saw" and "was" or "no" and "on."

Materials: A large sheet of plastic

Paints

Smaller pieces of plastic on which to draw circles, squares, etc., or words.

Procedure: In the old game of hop scotch, the child only jumped in empty squares. In Hop-A-Square, children only jump in squares which have a special object in them. Solid red squares may be placed in the squares the children jump in. (Place the squares close enough together so that a child with motor problems may succeed.) Colors may be taught, or directionality, by using triangles pointing in different directions. Children who have trouble with "b's" and "d's" may use this game to advantage.

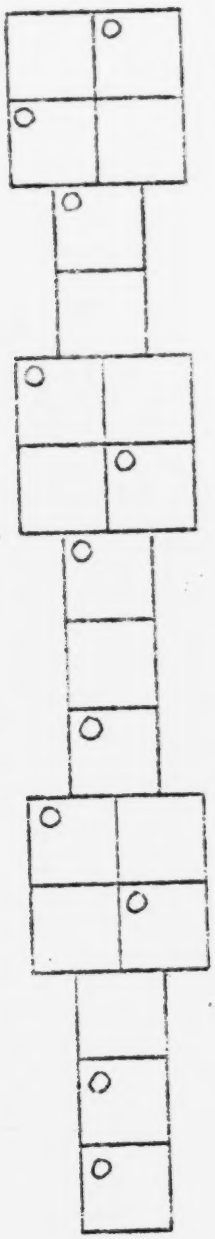
Words may be used. Such words as "on" and "no" and "saw" and "was" are good.

A more complicated game may be made by placing something in each square and telling the child that he may only jump in the squares with blue circles in them (for example).

Answers to addition, subtraction, multiplication and division problems may be put in the squares.

Care should be taken to put the shape in a place where the child is not going to land when he jumps. Some type of adhesive

may be used on the back so the picture or word will not slip and cause the child to fall.



Use two feet on the double squares

Example: Jump only in the square with the circle

MOTOR

Name: Eye-Hand Coordination--Kinesthetic

Idea: To use with students having extreme reversal problems, prepare cards with frequently confused words. First decide whether the reversal is a letter, word, or phrase. Encourage appropriate sequence and left-to-right attack in every student activity. Tracing while vocalizing every sound aids retention.

Materials: Oak tag, size 5" x 8"

Felt tip marker

Clear contact paper

Make: Prepare large cards with words, e.g., "was, saw," "on, no," etc. Print in very large type and raised in pattern by dots of a braille writer, if available.

Procedure: With eyes closed, the child is to move his hand over the dots while saying the sound until he can automatically differentiate the words simply by touch.

With eyes open, he looks at the printed words while feeling the raised dots. He is then to remove the card from sight and required to write the word from memory.

Additional practice using a typewriter would be useful. Using a student dictionary, made with newly learned words, would be helpful. Also, use completion exercises in which the new words must be inserted.

Example:

| was saw |
|---|

I _____ a squirrel.

He _____ running.

| on no |
|---|

Put your coat _____.

_____, I cannot go with you.

MOTOR

Name: Eye-Hand Coordination—Kinesthetic

Idea: The tracing sounding method is useful for vowel and consonant errors and is helpful in overcoming reversals. Allow the recognition of words by small units by encouraging the child to proceed through the word by tracing from left to right while articulating the sound in correct temporal sequence. These letters should be traced by writing the script form of the letter over the manuscript form, e.g., b,d p,q m,w f,t etc. Students will easily see that a cursive b can be formed over a manuscript one and will not fit over a d.

Materials: Oak tag, size 5" x 8"

Felt tip marker

Clear contact paper or laminating paper

Make: Print the manuscript form of the following letters on each card. Laminate or cover with contact paper.

Procedure: For students who need to identify letters or overcome a reversal tendency, the following suggestions are useful: "Always begin at the red "x" and write a cursive letter that is the same as the first one over the manuscript one." For younger students explanation of the words "cursive" and "manuscript" will be necessary.

Example:

MOTOR

Name: Bean Bag Toss

Idea: To use with children having gross motor to fine motor problems. This can be a game that a child plays against himself—to see how he improves from one time to the next, or children may keep their own scores and compete against each other.

Materials: Five or more bean bags (yarn balls may be used instead of bean bags).

Five containers of different sizes, (as long as the bean bag or yarn ball will fit in it). Various sized boxes may be used, coffee cans, plastic bowls, bucket, trash cans, shoe boxes.

Contact paper.

Felt tip pens.

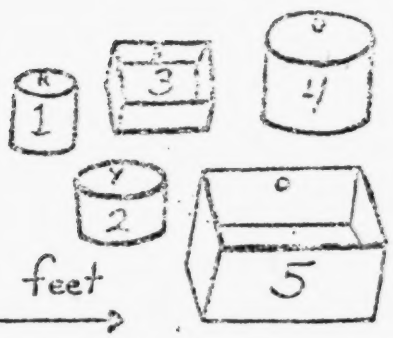
Procedure: Cover containers with contact paper and number them by their size with the pens, i.e., the largest container would be number one, etc., and are grouped about five feet from the child. The children count their points by the container the bean bag lands in. The smaller the container, the harder, so they receive more points.

Variations: For younger children just learning their colors, the containers might be of various colors with matching colored bean bags, the child tossing the bean bag in the correct colored container. If the child keeps his own score, with the numbered containers, he can work on adding skills. Larger and smaller might be discussed in relation to the size of the boxes and distance. He may work on subtraction also by figuring how many more points he needs to catch up with an opponent.

MOTOR—Bean Bag Toss

Yarn Balls

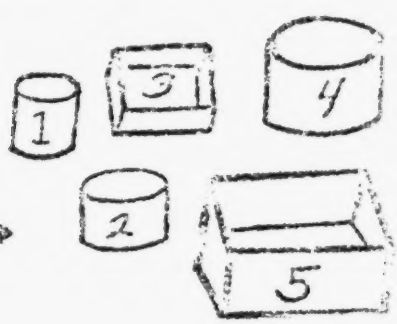
| Score | | | | | |
|---|---|---|---|---|---|
| Name | R | Y | G | O | |
| Billy | | | | | |
| Cindy | | | | | |
| Liz | | | | | |
| Mary | | | | | |
| Bert | | | | | |
| Sandy | | | | | |




4 - 5 feet →

Bean Bags

| Score Numbers | | | | | |
|---|---|---|---|---|---|
| Name | 1 | 2 | 3 | 4 | 5 |
| Ken | | | | | |
| Sol | | | | | |
| Joe | | | | | |
| John | | | | | |




4 - 5 feet →

MOTOR

Activities using bean bags are very good. The children enjoy playing with them. Success in catching and throwing comes quicker than with the elusive ball.

In each lesson, try to do exercises using arms, legs, head and trunk. All work should be bilateral. The exercises which are particularly mobilizing in their effect are marked (M).

This is by no means an exhausting list. Many more activities can be created by your children. Each child should have a bean bag.

The following activities are arranged in order of difficulty:

<u>One Bean Bag Each. Arm Ring.</u>

1. Free throw and catch (upward). Two hands, one hand.
2. Very high throw and attempted catch--stress on throw.
3. Very long throw and run to pick up.
4. Hold bean bag in hand. Make big arm circles--"Windmills"--getting faster.
5. Juggling with two, then three bean bags.
6. (M) Toss bean bag across body with rhythmical swing from hand to hand--palm down.
7. Same as (6) with eyes closed.

<u>In Two's</u>

8. Throw and catch--underarm--One bean bag.
9. Throw and catch--overarm--One bean bag.
10. High throw and catch--One bean bag.
11. (M) Throwing to unexpected positions--fielding practice--One bean bag.
12. Throw and catch--Two bean bags.
13. (M) Throw two bean bags to partner from same hand.

MOVE

No Partner

14. (M) Toss bean bag overhead from hand to hand.

15. (M) Toss bean bag overhead, out of reach, run sideways to catch it.

16. (M) Throw bean bag forward, timing run to catch.

17. (M) As (16), quick turn and throw to partner (fielding practice).

Leg Bias

1. Place bean bag on instep and walk.

2. Swing leg forward and backward with bean bag on instep.

3. Circle leg with bean bag on foot.

4. Swing leg to toss bean bag away from body.

5. Swing to toss for greatest length one side of room to other.

6. Swing bean bag up and catch.

7. Place bean bag between feet and spring—"bob jumps."

8. Same as (7), release bean bag and catch it.

9. Same as (7), toss bean bag away.

10. Same as (7), toss bean bag into big hoop, waste basket or box.

11. In two's toss bean bag to partner.

Bare Feet

12. (M) Lift bean bag with toes.

13. (M) Lift bean bag with toes and place on line.

14. (M) Lift bean bag with toes and place in waste basket.

15. (M) Hold bean bag in hand, arm extended, waist high, shoulders high and head high, and swing leg up to touch it.

16. Hold bean bag at head height, drop it and catch it with <u>same</u> hand before it hits the ground, palm downward.

17. (M) In two's, face partner. One drops bean bag; the other catches it.

18. (M) Throw high and bend to crouch position to catch.

Motor

19. Duck walk with bean bag on head.

20. Bean bag between feet, toss up behind body and catch.

Trunk Lims (K—all) General

1. Sitting or kneeling—push bean bag on floor around body.

2. Standing, drop bean bag over head to one side—keep feet still, pick it up and drop it over to the other side.

3. Swing arm around back of body and toss bean bag up and catch it in front.

4. Two's, toss bean bag through legs to partner—increasing distance—change.

5. Two's, back to back—four feet apart, A. and B. A. passes bean bag turning left and receiving with left hand. B. transfers bean bag to right hand and continues.

6. Same as (5), moving further apart until balance element is strong.

7. In two's, about 12 feet apart—two bean bags. A. tosses to B. high. B. slides bean bag to A. on floor. (Alternate bending and stretching action results.)

8. Bunny jump to dislodge bean bag from back.

9. Two's, bunny jump to flick bean bag to partner—bean bag between feet to start.

10. Toss bean bag in bunny jump into the air high—stand and catch it before it drops.

11. Standing throw bean bag high in the air. Lie down quickly and catch bean bag.

12. Lying, throw bean bag up high, stand quickly and catch.

MOTOR

Trunk Bean Bag

1. Lie on face. Push bean bag in circle around body.
2. Lie on face. Lift bean bag high with arms straight in front.
3. Lie on face. Lift bean bag high and look under it.
4. Two's, prone lie—throw and catch bean bag.
5. Prone lie—throw bean bag as far as possible.
6. In two's, one behind the other. Toss bean bag back over head—long throw to partner.
7. Same as (6), sitting.

Head

1. Walk with bean bag on head.
2. Run with bean bag on head.
3. Toss bean bag off into hands.
4. Toss bean bag far forward into hands.
5. With a spring, toss bean bag forward.
6. Toss bean bag backward and sideways.
7. Lie down with bean bag on head—stand.

NAME

Name: "Come Over" Game

Idea: To teach following directions, letter recognition, and/or develop auditory memory.

Materials: A room divider, or a table

Balance beam

Procedure: 1. One child stands behind the divider (fence) and calls to one or two children at a time, "Mary, Joe, come over."

2. The child responds, "I'm coming, Bobbie."

3. He then walks over the balance beam.

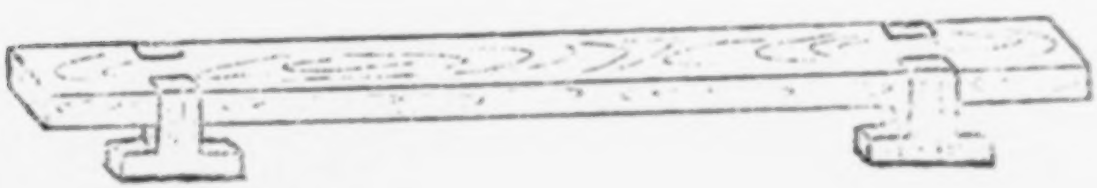
4. He joins the first child and calls another child to join the group.

5. Everyone claps and chants, "We are all here," when they have all arrived.

While coming over, the child may be instructed to come backwards, sideways or bouncing a ball.

In teaching letter recognition, the children could be instructed to bring a letter with him such as the letter B, or with number recognition, they could carry a plastic number.

To help develop auditory memory, each child could be instructed to do a sequence of things, such as, bring letter B, bounce a ball three times and turn around in the middle of the beam.



MAJOR

Name: I Can

Idea: To teach vocabulary while strengthening eye-hand coordination.

Materials: Several cafeteria-type food cans (one gallon size)

A small ball

Paper squares to put words on.

Procedure: Arrange cans in a group or line along wall. Place word on paper square and put one or more in each can.

From a line on the floor, child throws ball, aiming at a can. One point for getting ball into can, one point for each word read.

MINOR

Name: Stepping Stone Patterns

Idea: Hopping and eye tracking

Materials: Large numbers on plastic (similar to hopscotch pattern

Pattern drawn on chalkboard

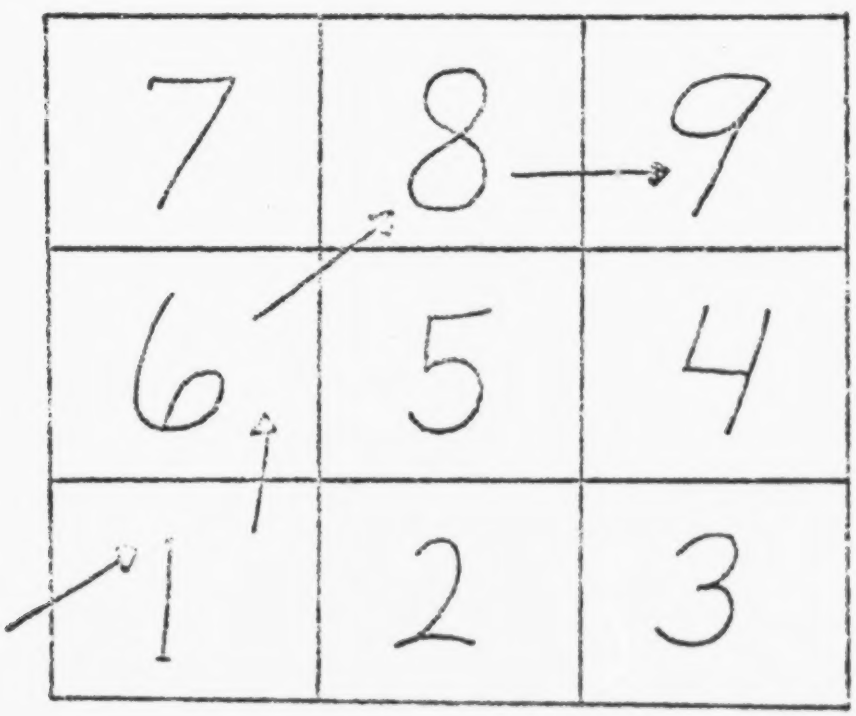
Procedure: 1. One child goes to chalkboard and draws a path for another child to hop.

2. He then calls on a child to hop it.

3. The child hops out the path and then he draws a path for another child.

For letter recognition, letters could be used rather than numbers.

For body parts identification instead of hopping, the children could be instructed to use their "right hand and left foot.



MOTOR

Name: Bean Bag Toss

Idea: To use with children having problems in eye-hand movements. This may be used as a game to develop eye-hand coordination and at the same time, to increase academic skills in word recognition, basic math facts, etc.

Materials: A grid composed of 16 8" squares. Grid made of oilcloth using strips of contrasting contact paper to form grid lines. Can be rolled up for easy storage.

Bean bags

Large print, word cards

Large print, math facts cards.

Procedure: Place grid on floor. In each section, place a word card or a number fact. Mark a line for the child to stand on when the bean bag is tossed. The distance may be increased as the child becomes more proficient in tossing the bean bag to the desired section.

He tosses the bean bag on one word, or fact, at a time and says the word or the answer to the fact. Each word, or fact, that he recognizes becomes his. He continues to toss the bean bag until he misses. Then another child follows the same procedure. As a word, or fact, is removed, the teacher places another one on the grid. This may continue until all words or facts are used, or time runs out. Some children will not be able to attend as long as others. Words or facts should be those on which he is working in his program.

# INDOOR GAMES

## Coordination

Jumping Jack: From a squatting position, jump straight up until all of the body weight is on the heels.

Trunk Circle: Stand straight with arms folded and legs crossed. Without bending the trunk of the body, slowly lower the body to a sitting position. Again, without bending, raise to a standing position.

Rabbit: From a bending position, place hands flat on the floor in front. With a small hop, bring the legs up to the hands. Again place the hands in front and bring the legs forward with a hop. Continue this sequence to maintain forward progression.

Duck Walk: From a squatting position with knees wide and hands placed under arm pits, child swings the feet wide to the side with each step and flaps wings.

## Body Image

Drawing Activities: Draw a group picture of human figure. The first child can start and each successive child can add a part or member.

Robot Man: Move around the room in a mechanical fashion. "Freeze" on signal and then begin again on command.

Slow-Motion Movies: Perform various movements around the room as if caught in slow motion.

Where Toucher: One child stands at the front of the room, with eyes shut and back to room. A child is selected to come to the front and touch the child standing. Child must identify the part of the body touched (e.g., right side, back of head).

MOTOR GAMES

Free Movement: Child lies on the floor with his eyes closed. In response to verbal commands, child modifies body configuration without opening eyes. "See if you can look like a starfish."

Hand Activities: Stand facing another child with both hands joined. Children push and pupil in alternating fashion.

Children can stand facing each other with both hands joined and then whirl rapidly.

Boys will enjoy Indian wrestling. This activity involves intensive sensory stimulation.

Name: Balance, Please !

Aim: To develop the sense of balance through body control

Materials: Long, wide chalk line across the floor

Procedure: Draw a long, wide chalk line across the floor. The children pretend to be animals and move forward on the line without moving off it. Two parallel lines at considerable distance apart may be drawn so that more children may participate at one time.

The children perform as follows on the chalk line:

Crawl on all fours, like a big bear.

Bend over, swing arms, and walk like an elephant.

Bring right knee up and hold, then left knee up and hold, prancing slowly like a circus pony.

Move softly and carefully like a Hallowe'en cat.

Ride a broomstick like a witch.

MOTOR

Name: Hula Hoop Obstacle Course

Idea: To use with students having gross motor deficiencies. It stresses body awareness. It helps the child become aware of the space needed to accomodate his body in various positions. It can be used by an individual student or adapted for a group relay race.

Materials: Six Hula Hoops

Two chairs

A Helper

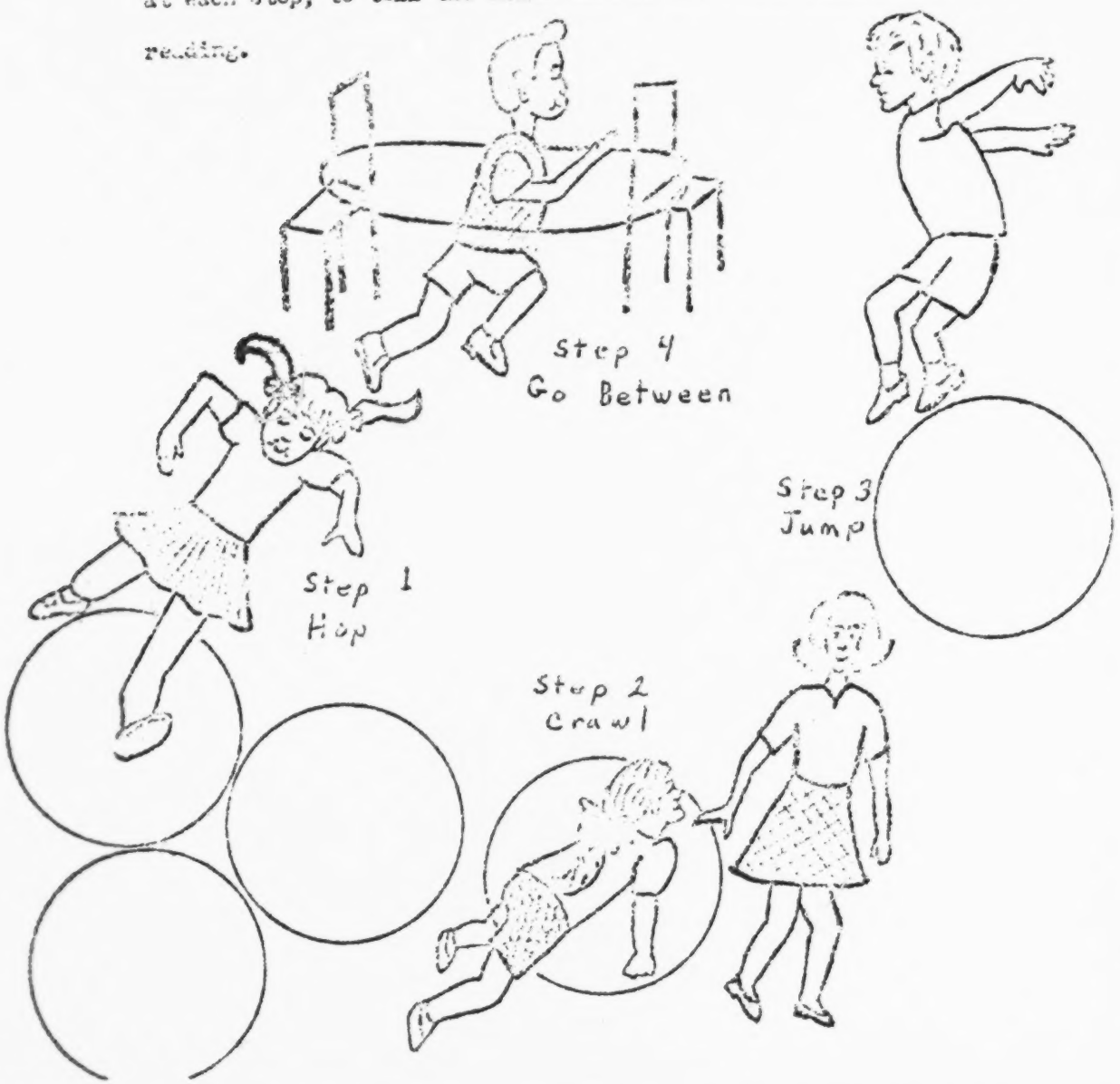
Make: Hula Hoops--6' of 3/4" plastic plumbing or sprinkler pipe

Two 2" of 5/8 inch wood dowlings, staples and tape.

Cut the ends of the plastic pipe to join evenly, insert wood dowling into the ends, staple, and cover the staples with tape to strengthen the connection and cover the rough edges.

Procedure: An obstacle course is set up in the room, using hula hoops as the obstacles. The object is to successfully complete all steps of the course without once touching the sides of the hula hoops. Step 1. Three hula hoops are laid in a circle on the floor. The child must hop into the middle of each hoop. Step 2. One hoop is held vertical to the floor. The child must crawl through the hoop. Step 3. One hoop is laid on the floor. The child must jump over the middle part of the hoop. Step 4. Using two chairs facing in opposite directions, a hoop is rested on them so that it is parallel to the floor. The child must crawl into the center of the hoop and then step out of it. If he completes each step successfully without

touching a hoop, he has finished the course. If he made an error on any step, he must return to that step and do it over before going on to the next step. Each time through the course, the child should try to improve his time. Movement exploration can be incorporated into this course, i.e., How many ways can you crawl through the hoop in Step 2? The size of the hoop can be increased or decreased, depending on the child's needs. A longer, more involved or simpler course can be set up. Signs could be set up at each step, to tell the child what to do. This would incorporate reading.



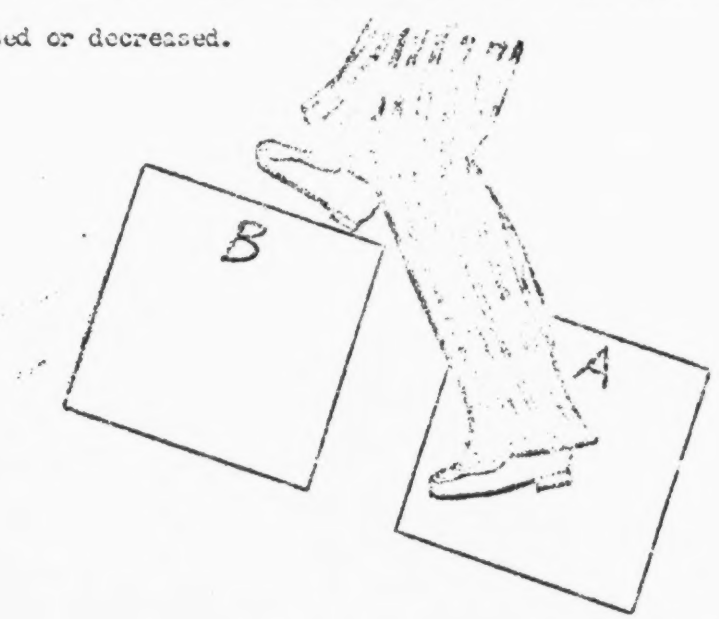
NOTE:

Name: Walking in Space

Idea: To use with students having gross motor deficiencies. It also involves balance skills. It can be used by an individual student or for a group as a relay race.

Materials: Two 14-inch carpet squares or squares made out of paper or cardboard. Carpet squares may be acquired from carpet outlets or salesrooms.

Procedures: Place one square (A) on the floor and step on it. Place the other square (B) a little ahead and step on it with your other foot. Without removing your foot from the square (B) lift your foot from square (A). Without losing your balance, reach down, remove square (A) and place it ahead of square (B). Keep doing this until you have reached the spaceship or crossed the finish line. If during the game, you lose your balance and remove your foot, you lose. The size of the square can be increased or decreased, depending on the child's needs. Also, the length of the space walk can be increased or decreased.



NOTES

Name: Left to Right Sequence Training Board

Idea: To aid in training for the left to right sequencing habit with emphasis on tactile and kinesthetic reinforcement.

Materials: 24" x 36" plywood sheet (or commercial felt-board)
Hardboard with peg holes (from building supplies store)
Medium Sandpaper
Felt strips (if using a plywood sheet)
Wire screening
Industrial staples
Glue
Hammer
Nails

Make: Section the plywood or feltboard into five horizontal sections. Fasten wood or metal stripping between the sections to act as tangible boundaries between them.

The top section is used as a card or picture holder, with the cards resting on the wooden or metal border.

The next section is backed with felt, using either the existing background of the felt board or by fastening purchased felt to the plywood.

On the next section, use chalkboard paint.

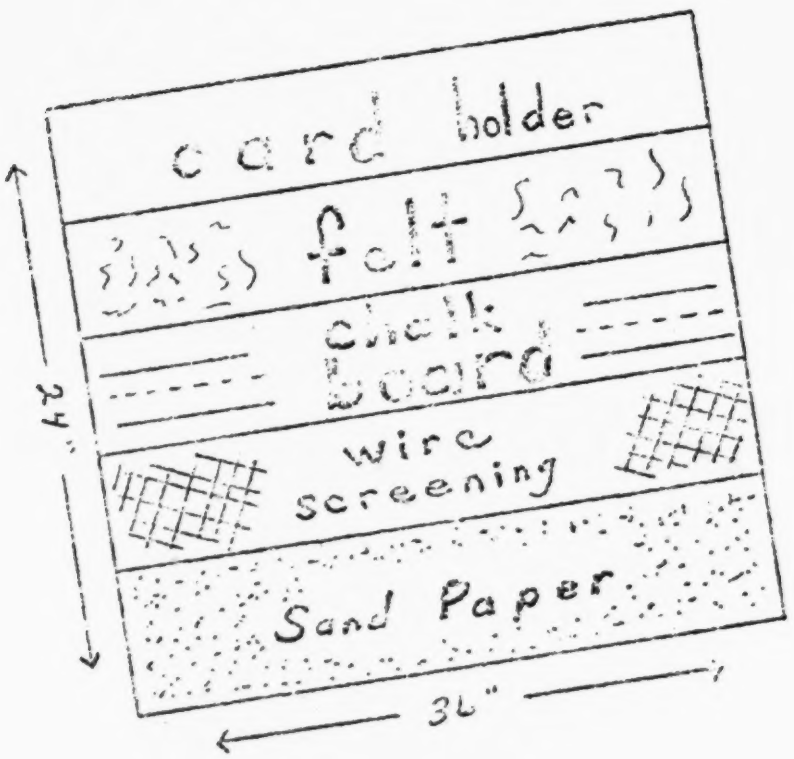
The next section is backed with wire screening; this is best attached by using staples.

The final section is backed in medium sandpaper, long strips of this are made for electric sanders, or individual pieces may be attached to the board.

MOTOR--Left to Right Sequence Training Board

Procedure: This is a basic tool and may be adapted for individual training or in games with groups. The wire screening and sandpaper may be used directly for finger tracing, or paper may be placed over these sections for using crayon or pencil.

The sections of the board may be used also for aiding in the differentiation of letters or numerals from feeling reversals, inversions or rotations.



MAZES

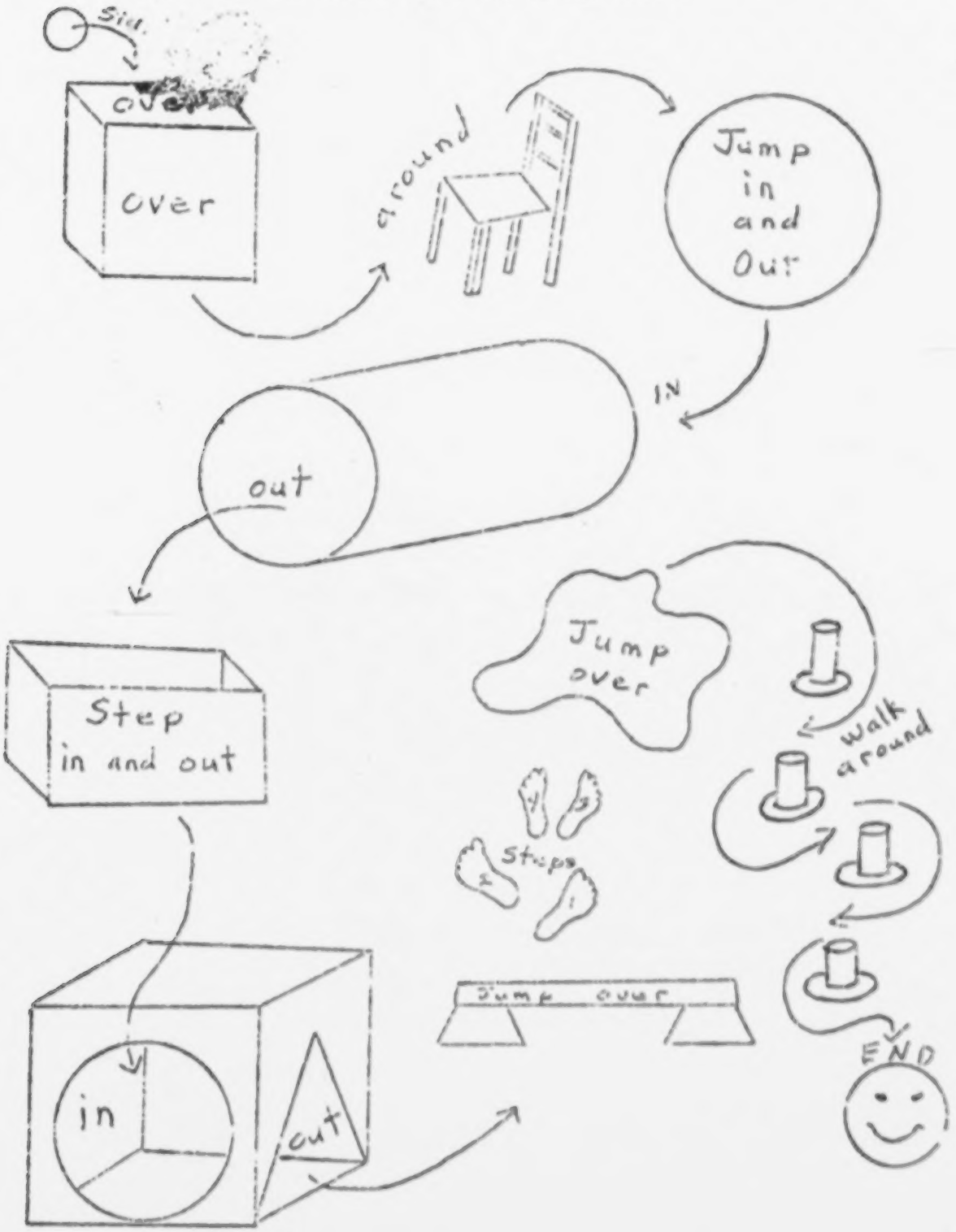
Name: Guided Tour

Idea: To use with students who have difficulty with directionality, laterality, and position in space. May be used with two students or an entire class. This activity can be done in a classroom area; although, a larger area might be preferable when several students participate.

Materials: A scarf to be used as a blindfold. The various desks and chairs in the classroom can be easily arranged to construct a limitless number of mazes. If this activity is done outside, several cardboard boxes can be used instead. In a gym, ropes, mats and other standard gym equipment can be used.

Procedure: While one student waits outside, the others rearrange movable objects in the room so that the floor plan is considerably altered. Several students might position themselves at various places in the room where they will remain for the entire activity. The secluded student is then blindfolded, returned to the room and turned around in place several times. Another student in the room is asked to verbally direct the blindfolded student from one point in the room to another, some distance away. The student giving directions may not touch the student he is directing. He is limited to words which convey direction, length, number and size of steps, etc. The "guide" must not allow the blindfolded person to bump into any other person or object in the room while directing him through the maze. When he arrives at the end-point, the blindfolded student guesses his location in the room and then removes the blindfold to check himself.

Students may enjoy choosing partners and competing with other "couples" for the best time in completing a maze.



Name: Tell It Like It Is

Idea: To use with students having difficulty with concepts of space, direction and their relationship. Use with two students or an entire class.

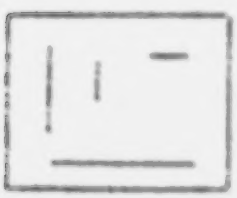
Materials: Pencils or Crayons

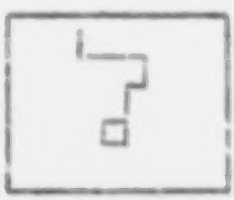
Unlined 6" x 11" paper for all students participating in the activity.

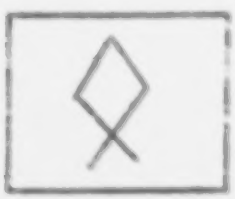
Several designs drawn on paper, prepared prior to beginning.

Rulers may be provided, on occasion.

Procedure: Show one student a simple geometric design, drawn in pencil or crayon on a piece of 6" x 11" unlined white paper. After studying the design for a short time, the student must tell the other student(s) how to make a duplicate design. He may not show his copy of the design and he may not use gestures to show shape, length, position in space, etc. He is limited to words which convey these concepts. After the designs are completed, they can be shown and compared to the original. Begin with very simple designs, increasing their complexity as the students improve their skill in using vocabulary designating length, width, direction, size, shape, color, proximity, etc. As an added dimension, the designs may be constructed in various colors. A time limit might be set for each design, depending on its complexity and the student's skill.







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Name: Left to Right Sequence Training Arrangement Which Curtails Direct Visual Reinforcement

Aim: To heighten attention to tactile discrimination and to kinesthetic movement while reinforcing a left to right inspection and movement habit.

Materials: Cardboard box or carton, at least shoe box size
Strips of corregated cardboard, at least 4" wide
Glue
Shellac and/or varnish

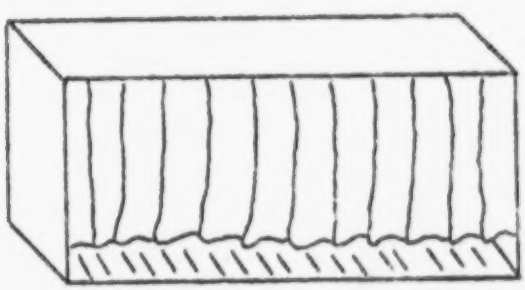
Make: Cut two opposing sides from a cardboard carton. Shellac the remainder, to make it strong. Hang a drape over one open end; the student must reach through this drape in order to perform tasks. Cut various sequences into the cardboard strips; two strips glued together works best for strength and for tactile cues. Shellac the sequenced cardboard strips for strength. Sequences may include geometric shapes, patterns, arrows in varying orientation, mazes, or simply bounded locations into which various small articles may be placed.

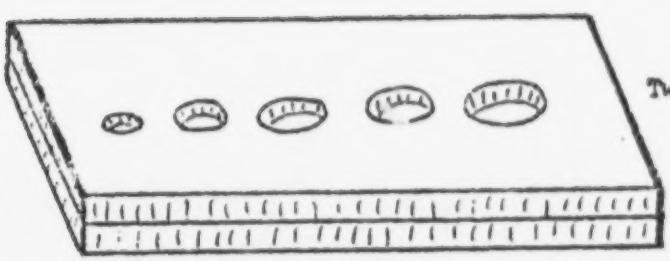
Two identical form boards may be employed; one for the student to operate with, the other manipulated by the teacher in the student's sight, to either define the task or to show the student what he has done behind the curtain. Use the cutout sections, shellacked, as the forms to such as: blocks, coins, geometric blocks. Two cardboard strips glued together may be used as sequence of increasing circles.

MOTOR--Left to Right Sequence Training. . .

Procedure: The draped carton may be used in connection with pegboard exercises, e.g., the student may perform two exercises, one behind the drape, the other in front of the drape, in an attempt to match behind-drape performance with in-front-of-drape performance.

Groups may use the form boards by substituting blindfolds for draped boxes: tasks may include races, tactile discrimination contests. Students may work in pairs, with each member having the other members formboard. They must verbally describe their tactile sensations in order to exchange the necessary forms or pieces.



MOTOR

Name: Ring Number Match

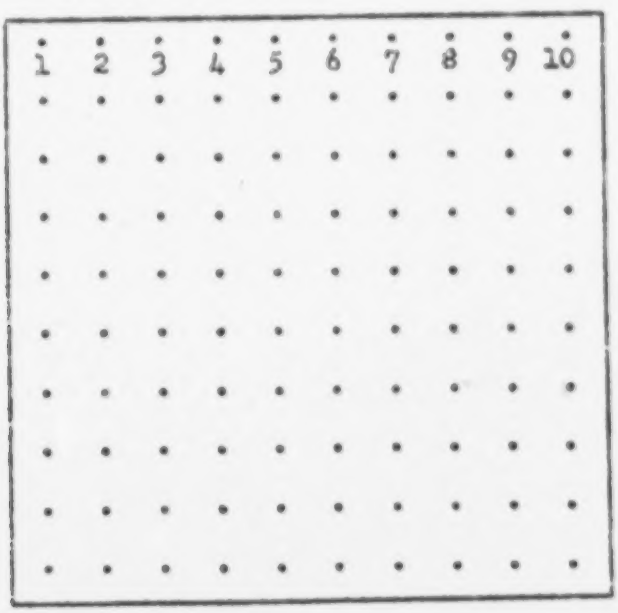
Idea: To develop gross motor and eye-hand coordination through rhythmic movement.

Materials: Ring boards. Two large wooden pegboards, constructed of 3/8" or 5/8" plywood, each measuring five feet square. Metal or brass cup hooks or nails placed on a number board and numbered 1 to 100. Stands may be made so the boards will stand on tables.

Rings. Plastic or cardboard rings may be used. Cardboard rings should be five inches in diameter.

Music. Tape clapping or drum rhythm with basic 4/4 time.

Procedure: The student moves rings from original board to the identical board with musical beats. The rings are placed on hooks, each row numbered in sequential order. Younger, less skilled, students may move the ring to the second board without matching numbers. The clapped or drum rhythm may be used.



MOTOR

Name: Rhythm Pitch

Idea: This game is designed to help students develop smooth, fluid gross motor movements and coordination through music. It will aid the student in developing eye-hand coordination and a skill.

Materials: Music. Tape of a familiar song with a definite beat. Example: Mary Had A Little Lamb; Let's go Walking; or walking music from rhythm records.

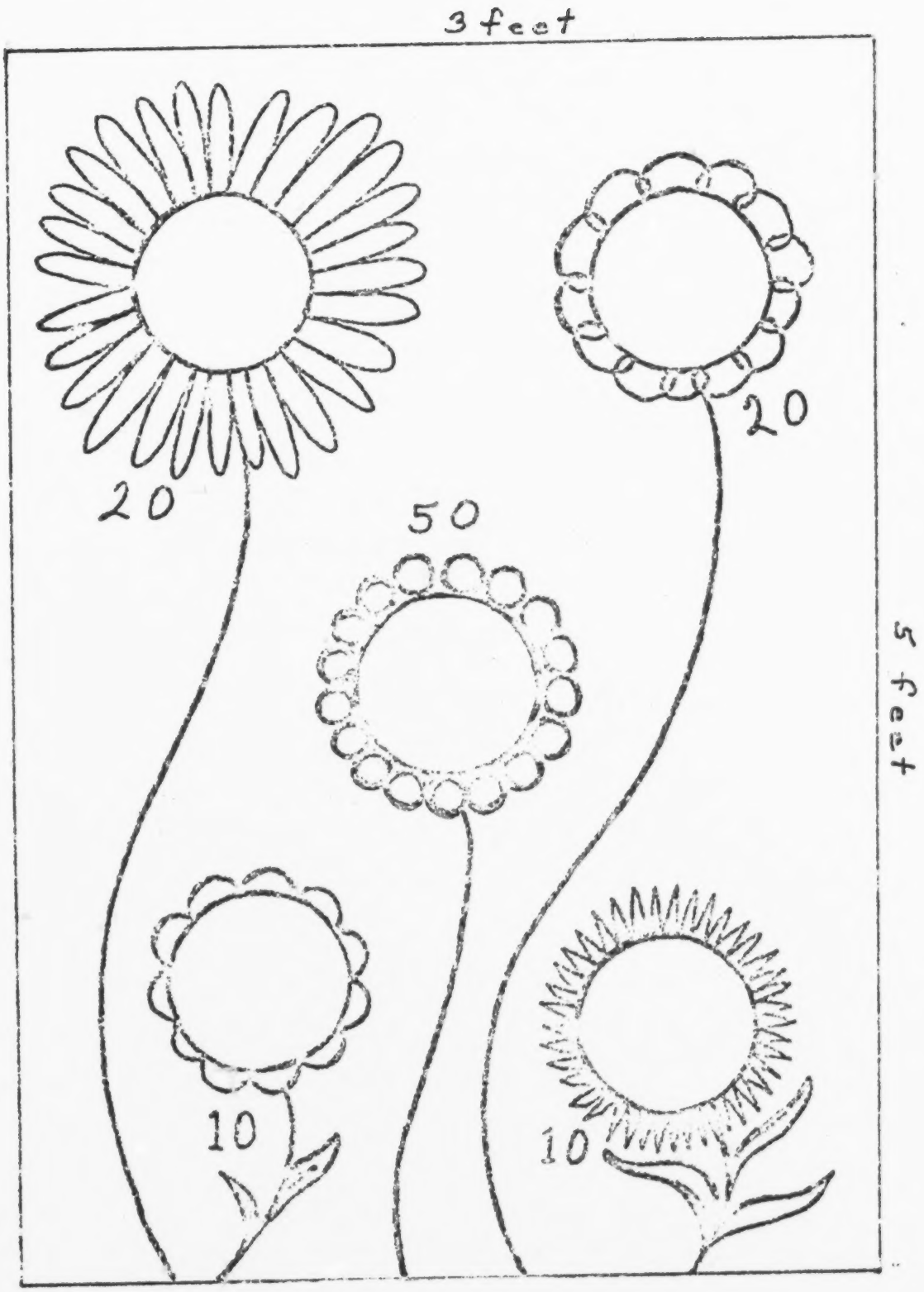
Bean Bags. These can be made by sewing two 6-inch squares of heavy durable material together and filling with dried beans. Animal bean bags are attractive and fun for children to play with. Bean bags may also be purchased from material suppliers.

Bean bag board. 3' x 5' piece of 5/8" plywood with five holes 8" in diameter. Paint the board with washable latex paint, decorate with flowers, balloons, animals or children. Assign a number value to each. Space the holes as indicated.

Procedure: The student tosses the bean bags toward the board in time with the music. He begins with a simple 4/4 beat, then moves to 3/4 and 2/4 time, as he develops the skill. The game may be played by one or more students of any age. The throwing distance and music can be altered for different ages and abilities.

The game may be played with a clapped or drum rhythm for students with few skills. Scoring of the throws provides math experiences in performing basic operations. The scoring system can be changed for different operations and to fit the skills of the students.

EDTOR—Rhythm Pitch



MOTOR

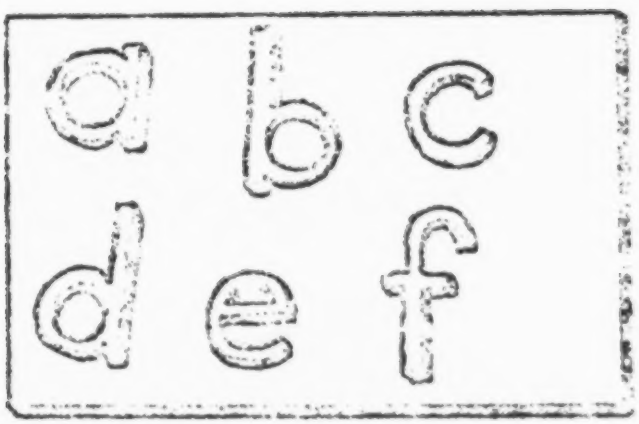
Name: Configuration Match

Idea: This activity reinforces fine motor coordination, directionality, rhythm, and the tactile sense.

Materials: Three-dimensional letters or numerals, made of plastic, wood, heavy cardboard, or any solid substance.

Paper on which to trace the letters or numerals, which can be any kind of paper or any size.

Procedure: Most basically, it requires the student to lace three-dimensional letters (or numerals) over the outline of those letters, which the teacher has earlier traced on a sheet of paper. The activity can be as long or short as the teacher wishes, since she can trace over many or few, letters or numerals. Also, the activity can concern any aspect of reading or number skills. The teacher can outline letters alphabetically, to teach sequence, she can outline random letters, words, mixed up capitals and lower case letters, or numerals of her choosing. The child can be timed, he can place the three-dimensional items according to drum beats for a sense of rhythm, or he can take turns with other children to learn order. This activity can be made to suit any child, for many purposes. The only necessary aspect is that the letters must be solid, i.e., plastic, cardboard, wood, etc. Cut-out paper ones will not serve the purpose intended. The three dimensional configuration must be seen as matching the outline of the figure which is on the paper. The paper can be a small sheet of white typing paper, or a large cardboard; whatever the teacher has available and wants to use.


a b c
d e f

D a n
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S a m

# MATH GAME

Idea: To provide perceptual drill in addition combinations, for 2 or 4 players.

Materials: Game board and 97 cards.

Extra Cards: Free. Play it anywhere.

Take another draw.

Put back 2 cards.

Keep this card and add 5 points to your score.

This card will add 10 points to your score.

Take all cards from 9, they count against you.

Bad luck, 10 points off your score.

Take 2 cards.

Procedures:

1. If two children are playing, they each have four picture cards. If four are playing, each will have two.
2. The picture cards are placed face up in front of each player.
3. The small equation cards are stacked face down in the center of the playing area.
4. Player One draws. If the equation totals one of his picture cards, he places it over the card. If not, he says the sum and lays it to the side to be counted for him in the final scoring. Cards with other directions are self explanatory.
5. If a player draws a card, says the sum, and places it incorrectly on a picture card, the other player can correct him and remove the card to his side for scoring.

Scoring: Each card with an equation counts one point. A running score may be kept.

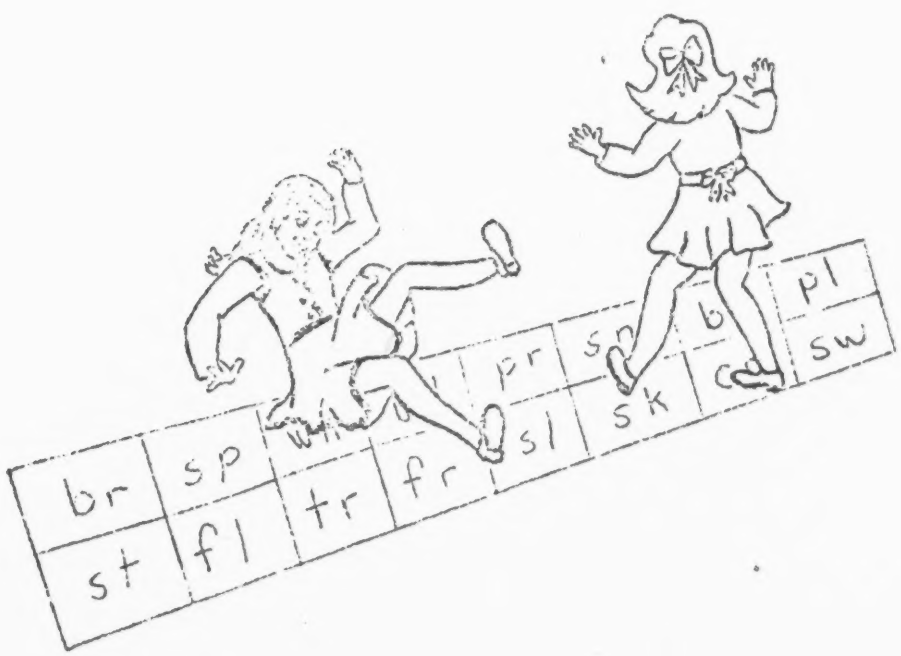
PHONICS GAME

Name: Mena Twister (played like the game of Twister)

Materials: On a large piece of cardboard, block cut squares (game is placed on floor). In squares, write blends and digraphs.

Procedures: Three can play, one caller, two on game. Caller calls a word such as, "when." Player puts foot on "wh." Then caller calls a word for second player and game continues until a player is unable to hold his position on the mat.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| br | sp | wh | bl | pr | gl | sn | bl | pl | etc |
| st | fl | tr | fr | sl | dr | sk | cr | sw | " |



SPELLING GAME

Materials: Flannel board

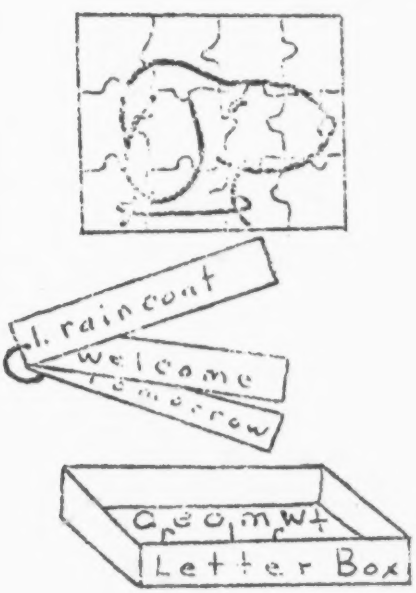
Felt, cut-out alphabet letters

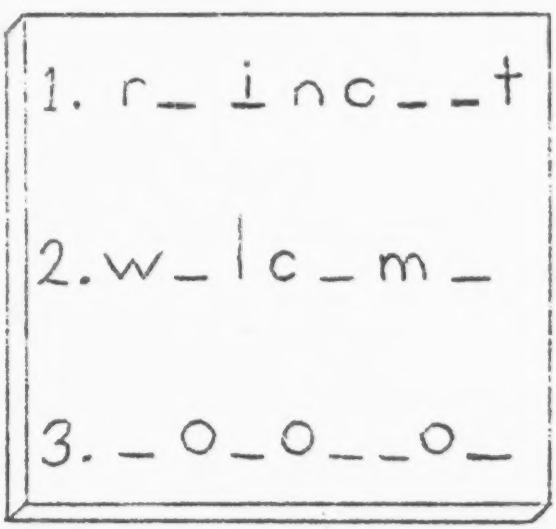
Word cards

Puzzles

Cut-out, flannel dashes

Procedures: Alphabet letters are placed in sequence on flannel board. One partner places on flannel board, felt dashes (each dash representing a missing letter that matches the given word that he is holding). His partner tries to guess each letter without looking at the given word. As he guesses the correct letter, it is placed on the correct dash until the word is completed. Each time he guesses wrong, a puzzle piece is put in place. If the child can complete the word before the puzzle is completed by his partner, he wins the game.



VOCABULARY GAME

Name: The Cookie Walk

Materials: Cut-out cardboard, in cookie shapes.

Small numbered cards, each labeled with a vocabulary word, that matches the word on each cardboard cookie.

Music to walk or move by.

Animal Cookies.

Procedure: Two children are chosen--one to call numbers, one to begin and stop the music. Cardboard cookies are placed on floor in a circle for children to walk beside, as the music is played. When the music is stopped, each child jumps on the cookie nearest him. Caller then calls a number. The child standing on the given number must read the vocabulary word written on that cookie in order to win an animal cookie. Game continues, with same procedure, until several children have won cookies.